



**Waxahachie Independent School  
District**  
411 North Gibson Street  
Waxahachie, TX 75165  
972-923-4631  
www.wisd.org

**Regular Meeting and Public Hearing |  
AGENDA**  
**Monday, March 21, 2022**  
**5:00 PM**  
**Live Stream:**  
<https://www.youtube.com/waxahachieisd>

A Regular Meeting and Public Hearing of the Board of Trustees of Waxahachie Independent School District will be held Monday, March 21, 2022, beginning at 5:00 PM in the Waxahachie ISD Administration Building, 411 N. Gibson St., Waxahachie, TX 75165.

The subjects to be discussed or considered or acted upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- I. CALL TO ORDER.
  - A. Announcement by the presiding officer that a quorum is present, that the meeting has been duly called, and that notice of the meeting has been duly posted for time and manner required by law.
- II. CLOSED SESSION. Section 551.001 et seq. (if necessary)
  - A. Deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee, including discussing complaints, hiring, resignation, termination, proposal for non renewal, proposal for termination, evaluation, promotion or demotion of personnel. Gov't Code 551.074
  - B. Deliberating the purchase, exchange, lease or value of real property. Gov't Code 551.072
  - C. Deliberation regarding security devices, personnel deployment, or security audits. Gov't Code 551.076.
  - D. Consulting privately with the board's attorney concerning contemplated litigation. Gov't Code 551.071.
  - E. Discussion regarding the duties and responsibilities of School Board members. Gov't Code 551.074.
- III. RECONVENE TO OPEN SESSION.
  - A. Invocation and Pledges of Allegiance to the American and Texas Flags.
  - B. State Vision and Core Values.
- IV. RECOGNITIONS.\* 3
- V. OPEN FORUM: Hearing of individuals or committees.\*\*
- VI. OPEN PUBLIC HEARING
  - A. Presentation of the 2020-2021 Texas Academic Performance Report (TAPR). 4
- VII. CLOSE PUBLIC HEARING.
- VIII. REPORTS.
  - A. Superintendent's Report. 62
  - B. School Choice Update: Marvin Biomedical Academy. 63
  - C. Update on district participation in Texas COVID Learning Acceleration Supports (TCLAS). 64
  - D. Dr. Averett and supporting departments will provide a CCMR (College, Career, and Military Readiness) update for Waxahachie ISD. 65
- IX. CONSENT AGENDA. 1

A.	Consideration and approval of minutes from previous meetings.	66
B.	Consideration to approve Monthly Financial Reports that include cash position, revenue reports, budget summary, tax collection report, bid report, purchase order requiring board approval, and proposed budget amendments.	69
C.	Informational report on the Maintenance Department's work orders.	98
D.	Monthly report regarding student attendance, student discipline, student drug offenses and drug prevention measures.	100
E.	Consideration and possible action to appoint school marshals who have been certified as eligible by the Texas Commission on Law Enforcement pursuant to WISD Board Policy CLKEB (Legal) and Section 37.0811 of the Texas Education Code.	106
F.	Consideration of possible action to approve an amended interlocal agreement with TASB Risk Management Fund.	107
G.	Consideration to approve changes to an administrative contract as presented.	114
X.	ACTION ITEMS.	
A.	Consideration of possible action to award the erate category 2 bid (RFP #220006817) to Netsync Network Solutions in the amount not to exceed \$25,801.	115
B.	Consideration with possible action to reject erate category 2 solicitations (RFP #220006762 and #220006815).	116
C.	Consideration of possible action to approve a Memorandum of Understanding with Texas A&M University-Commerce (TAMUC) and the Department of Curriculum & Instruction with Waxahachie ISD.	117
D.	Consideration and action to approve a resolution to pay staff during an emergency closure on February 24, 2022.	129
XI.	ADJOURN.	

If, during the course of the meeting, a discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)]

Regular meetings of the Waxahachie ISD Board of Trustees begin at 5 p.m. To respect the time of those being recognized, recognitions will not begin before 6 p.m., and agenda items may be taken out of order to accommodate recognitions. Those being recognized are asked to arrive by 6 p.m.

\*Audience participation is limited to the time allotted for those individuals who submit a Public Comment Card indicating the agenda or non-agenda topic they wish to address. At all other times during Board Meetings, the audience shall not enter into discussion or debate on matters being considered by the Board, unless requested by the presiding officer. Speaker presentation time will be set by the Board President at the Board dais. No action may be taken regarding the information received by the Board.

\*\*In accordance with state law, public comment may not be used to voice a complaint involving the naming of specific individuals, including but not limited to the names of district employees or students, even if the matter is listed on the agenda. Additionally, no information that may be reasonably linked to an individual person may be spoken about during public comment. All complaints may be directed through the appropriate administrative channels before being presented to the Board:

Students/Parents – Board Policy FNG(LOCAL);  
Employee – Board Policy DGBA(LOCAL); or,  
Community Member – Board Policy GF(LOCAL).

This agenda (one or more pages) is part of a document entitled NOTICE OF MEETING in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551. The Waxahachie ISD Administration Building, Board Room, 411 North Gibson Street, Waxahachie, Texas, 75165 is wheelchair accessible. A curb slope entry is available at the rear entrance.

Waxahachie ISD  
BOARD OF TRUSTEES

Date: March 21, 2022

Subject: Recognitions



**Background:**

Pledges for March 21, 2022 Meeting

Abel Rose, Felty Elementary School  
Andrew Kahlden, Finley Junior High School  
Ellie McCutchen, Finley Junior High School

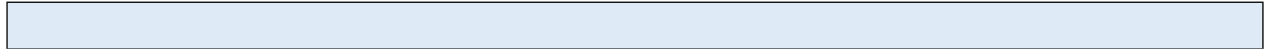
We will recognize the following:

- High School of Choice graduate Lexxi Jubilee Holst-Meneely
- Waxahachie High School National Hispanic Scholar Maven Navarro
- Recent Destination Imagination competitors from campuses throughout the district
- STEAM Expo participants and sponsors
- Employee of the Month from Felty Elementary
- Employee of the Month from Finley Junior High
- Support Services team members receiving departmental awards

Waxahachie ISD  
BOARD OF TRUSTEES

Date: **March 21, 2022**

Subject: **TAPR- Texas Academic Performance Report**



**Background:**

Dawn Hilburn will present the 2020-21 TAPR-Texas Academic Performance Report during the Open Public Hearing.

**Recommendation:**



# WAXAHACHIE ISD

2020-2021 Texas Academic Performance Report  
March 2022



## Texas Academic Performance Reports

The Texas Academic Performance Reports (TAPR) pull together a wide range of information on the performance of students in each school and district in Texas every year. Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status. The reports also provide extensive information on school and district staff, programs, and student demographics.

**2021 Accountability Rating:** Given the impact of COVID-19, all districts, open-enrollment charter schools, and campuses received a label of **Not Rated: Declared State of Disaster** unless the district applied for and received an Acceptable campus rating under the optional alternative evaluation for established by Senate Bill 1365. Acceptable campus ratings will be released with the final TAPR in January 2022.

**Distinction Designations:** Distinction designations were *not awarded for 2021*.

## 2021 Special Education Determination Status

District TAPR only: This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

- **Meets Requirements**
- Needs Assistance
- Needs Intervention
- Needs Substantial Intervention

## TABLE OF CONTENTS

- TAPR Overview | 1
- Where to Access TAPR Results | 2
- Ethnic Distribution | 2
- Staff & Student Breakdown | 3
- STAAR/EOC Breakdown | 4-6
- Graduation Rate / SAT-ACT Comparison | 6
- AP-Advanced Placement & CCMR | 7
- Attendance Rate ~ Dropout Rate ~ - Graduation Rate | 8



## TAPR Content

The performance section of the TAPR shows STAAR performance in the following ways:

- \*By grade level, subject, and student group
- \*By Performance Level Designation (PLD)
- \*By End-of-Course (EOC) subject
- \*All grades
- \*School Progress Domain: Academic Growth
  - \*Participation Rate
  - \*Attendance Rate
  - \*Annual Dropout Rates
  - \*Graduation Rates
    - 4-year longitudinal
    - 5-year extended longitudinal
    - 6-year extended longitudinal
    - 4-year Federal

\*CCMR Related Indicators

\*CCMR Readiness Indicators

TAPR also includes District/Campus Profile Overview including:

\***Student Information**- enrollment, ethnic distribution, economically disadvantaged, English Learners, disciplinary placements, at-risk, students with disabilities, 504 students, dyslexia, retention rates, and class size information.

\***Staff Information**- total staff, professional staff, educational aides, auxiliary, teachers by-ethnicity, gender, and highest degree held, years of experience, average teacher salary, turnover rate, and contracted staff.

\***Programs**- Bilingual/ESL, CTE, Gifted and Talented, Special Education.

# 2020-2021 Texas Academic Performance Report

## 2020-21 Texas Academic Performance Report (TAPR)

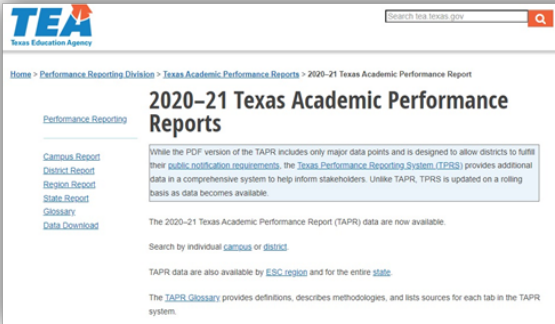
District Name: WAXAHACHIE ISD

District Number: 070912

2021 Accountability Rating: Not Rated: Declared State of Disaster

2021 Special Education Determination Status:

**Meets Requirements**



1 <https://rptsrv1.tea.texas.gov/perfreport/tapr/2021/index.html>

2 <https://www.wisd.org/apps/pages/AccountabilityReports>

3 Campus Offices

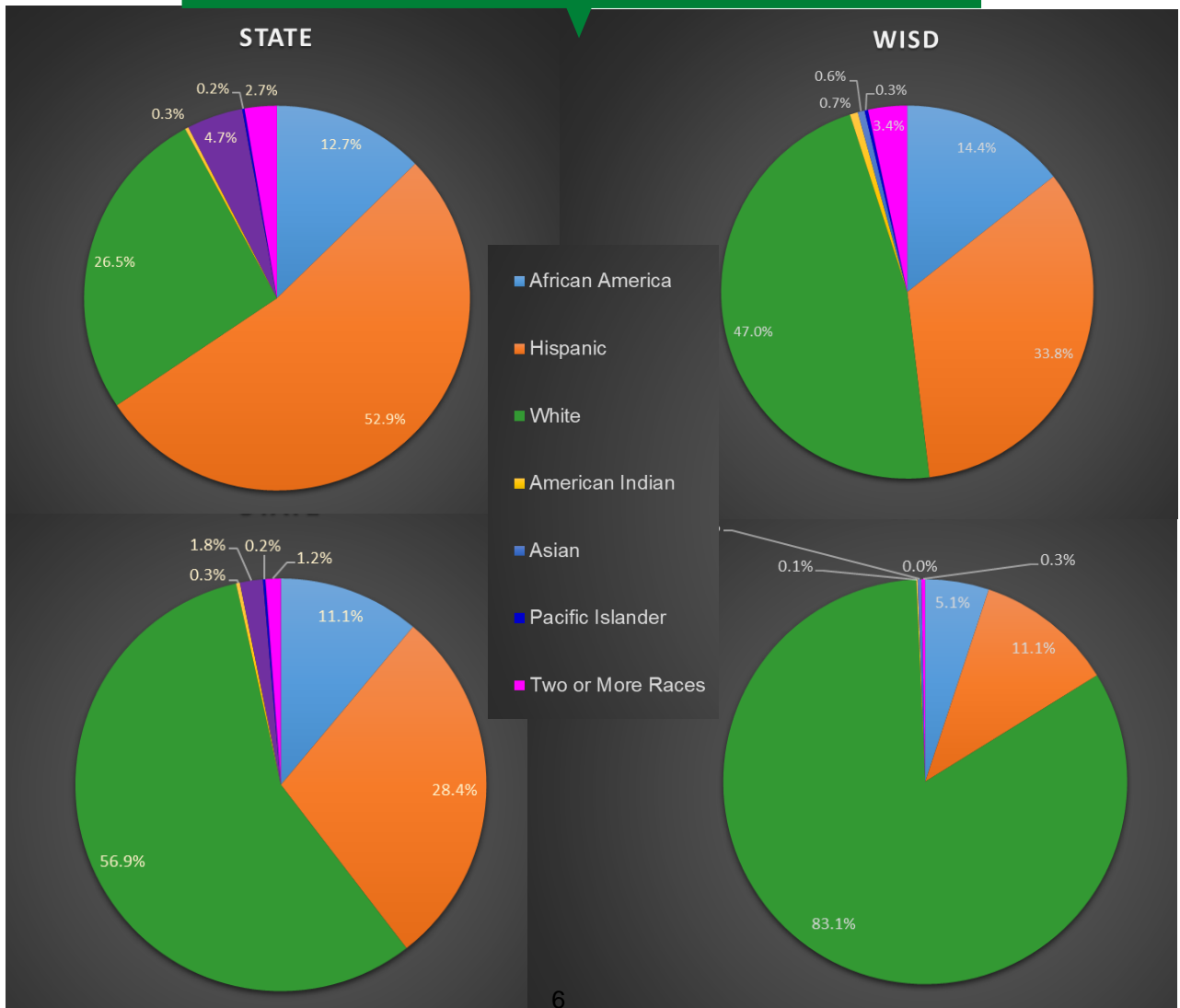
TAPR Glossary



## Ethnic Distribution

Student

Teacher



# Staff Breakdown

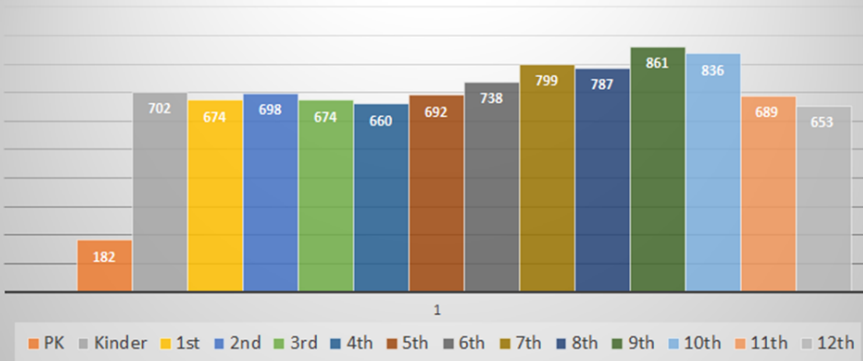
# By the Numbers

Staff Information	Count	WISD	STATE
Professional Staff:	910	59.9%	64.3%
Teachers	714	47.0%	49.6%
Professional Staff	137	9.0%	10.6%
Campus Administration	41	2.7%	3.0%
Central Administration	19	1.2%	1.2%
Educational Aides:	194	12.8%	10.6%
Auxillary Staff:	416	27.4%	25.1%

Teachers by years of Experience	Count	WISD	STATE
Beginning Teachers	28	3.9%	6.7%
1-5 Years Experience	128	18.0%	27.8%
6-10 Years Experience	179	25.0%	20.3%
11-20 Years Experience	267	37.4%	29.1%
Over 20 years Experience	98	13.7%	13.0%
Over 30 Years	14	1.9%	3.1%

Students by Grade Level 2020-21



2021-2022 Student

Totals=**10,129**

2020-21 Student

Totals=**9668**

**At-Risk:** The count and percentage of students identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1).

**Economically Disadvantaged:** The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

**Title I:** The count and percentage of students participating in a program authorized under ESEA, Title I, Part A. (Data source: PEIMS 41461)

	2020-21		2019-2020	
Eco Dis	4437	45.9%	4399	46.4%
504	1000	10.3%	1099	10.6%
EL's	813	8.4%	822	8.7%
Dyslexia	740	7.7%	642	6.8%
Foster Care	54	0.6%	73	0.8%
Homeless	40	0.4%	48	0.5%
Title I	7534	77.9%	7620	80.4%
At Risk	4283	44.3%	4653	49.1%
BL/ESL	833	8.6%	878	9.3%
CTE (9-12)	267	37.4%	2498	86.7%
GT	761	7.9%	697	7.4%
SPED	1483	15.3%	1356	14.3%

**Emergent Bilingual Students (EB)/English Learners (EL):** The count and percentage of students whose primary language is other than English and who are in the process of acquiring English.

**Homeless:** The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term "homeless children and youths" —  
 (A) individuals who lack a fixed, regular, and adequate nighttime residence



# WISD STAAR Participation

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), TELPAS Alternate.

		2021 Participation													
	State	R 10	District	AA	Hisp	White	Amer Indian	Asian	Pacific Isl	2 or More	SPED (current)	SPED (Former)	Continuously Enrolled	Non Continuously Enroll	Eco Dis
<b>All Tests</b>															
Assessment Participant	88%	92%	98%	97%	98%	98%	100%	100%	97%	97%	97%	96%	98%	97%	97%

<b>Not Tested</b>	12%	8%	2%	3%	2%	2%	0%	0%	3%	3%	3%	4%	2%	3%	3%
Absent	2%	1%	1%	1%	1%	1%	0%	0%	0%	1%	1%	3%	1%	1%	2%
Other	10%	7%	1%	2%	1%	1%	0%	0%	3%	2%	2%	2%	1%	1%	1%

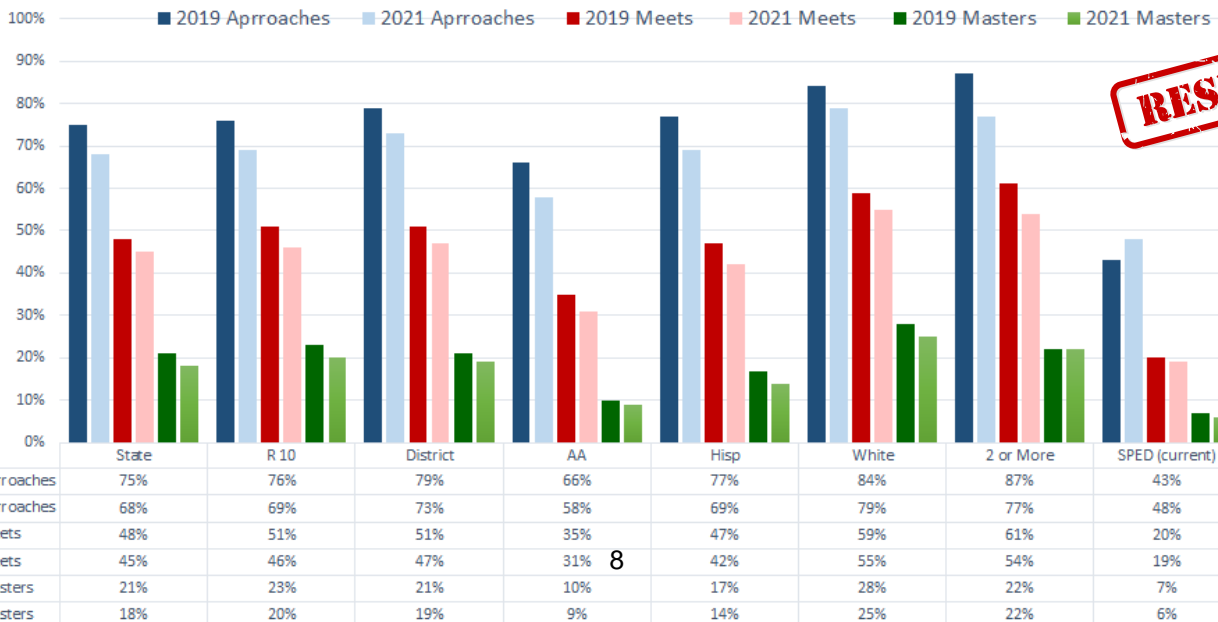
		2019 Participation													
	State	R 10	District	AA	Hisp	White	Amer Indian	Asian	Pacific Isl	2 or More	SPED (current)	SPED (Former)	Continuously Enrolled	Non Continuously Enroll	Eco Dis
<b>All Tests</b>															
Assessment Participant	99%	99%	100%	100%	100%	100%	98%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Not Tested</b>	1%	1%	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

## STAAR Results/Comparisons

Performance Level Designation	Definition
Does Not Meet	Unlikely to succeed in the next grade or course with <b>significant, ongoing academic intervention</b>
Approaches	Likely to succeed in the next grade or course with <b>targeted academic intervention.</b>
Meets	High likelihood of success in the next grade or course but still may need some <b>short-term, targeted academic intervention.</b>
Masters	Expected to succeed in the next grade or course with <b>little or no academic intervention.</b>

STAAR performance standards relate levels of test performance to the expectations defined in the state-mandated curriculum standards known as the Texas Essential Knowledge and Skills (TEKS). Cut scores established by the agency distinguish between performance levels, or categories.

### ALL Grades READING

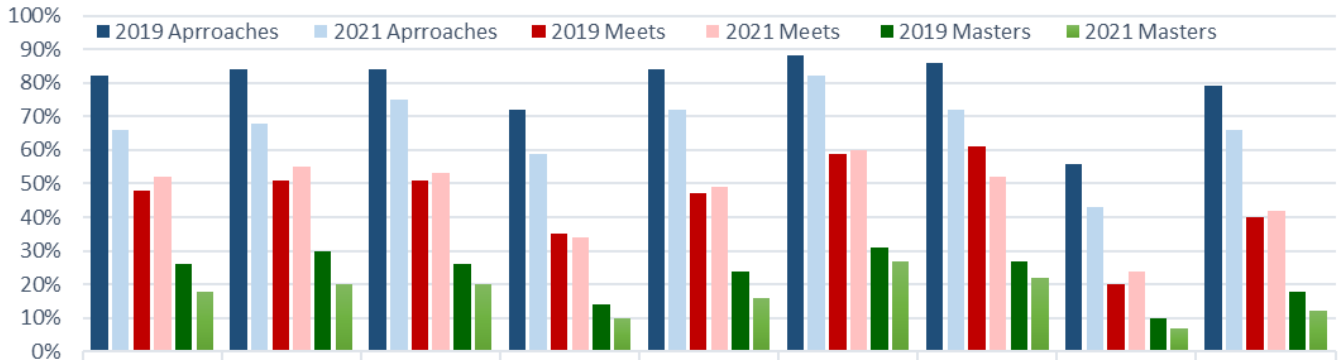


STAAR GR3-8 & EOC GR9-10

# STAAR Results / Comparisons continued.....

STAAR GR3-8 &  
EOC GR9

## ALL Grades MATH



	State	R 10	District	AA	Hisp	White	2 or More	SPED (current)	Eco Dis
2019 Approaches	82%	84%	84%	72%	84%	88%	86%	56%	79%
2021 Approaches	66%	68%	75%	59%	72%	82%	72%	43%	66%
2019 Meets	48%	51%	51%	35%	47%	59%	61%	20%	40%
2021 Meets	52%	55%	53%	34%	49%	60%	52%	24%	42%
2019 Masters	26%	30%	26%	14%	24%	31%	27%	10%	18%
2021 Masters	18%	20%	20%	10%	16%	27%	22%	7%	12%

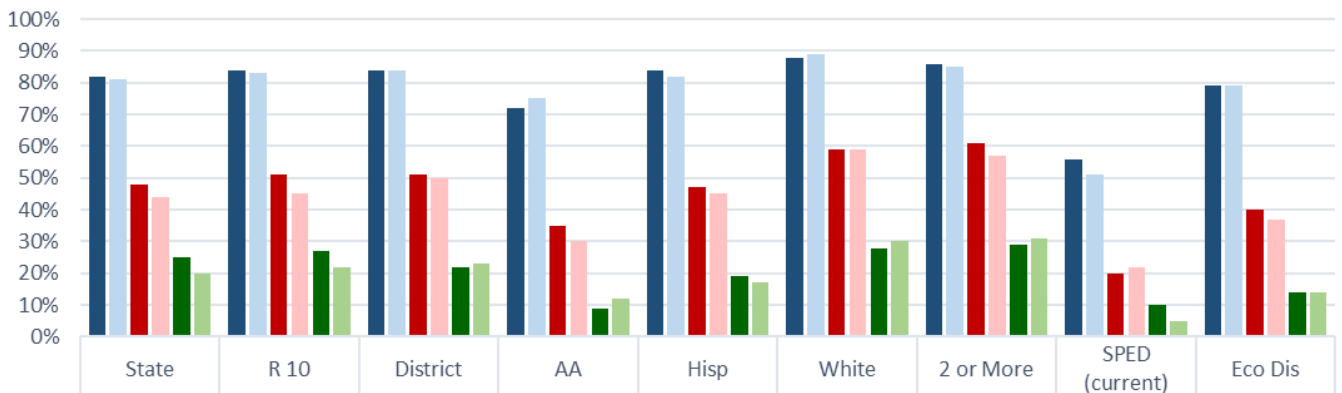
**Accelerated instruction:** For any student who did not pass STAAR grades 3–8 or EOC assessments, accelerated instruction must be delivered in the 2021–22 school year starting fall 2021.

**Accelerated Learning Committees:** LEAs are required to establish ALCs for students who did not pass STAAR grade 3, 5, or 8 math and/or reading tests beginning at the start of the 2021–22 school year, in August.

**Starting summer 2022,** LEAs must establish ALCs and develop individual student plans during the summer and prior to the start of the school year, based on the latest STAAR results.

STAAR GR3/5 &  
EOC GR 9

## ALL Grades SCIENCE

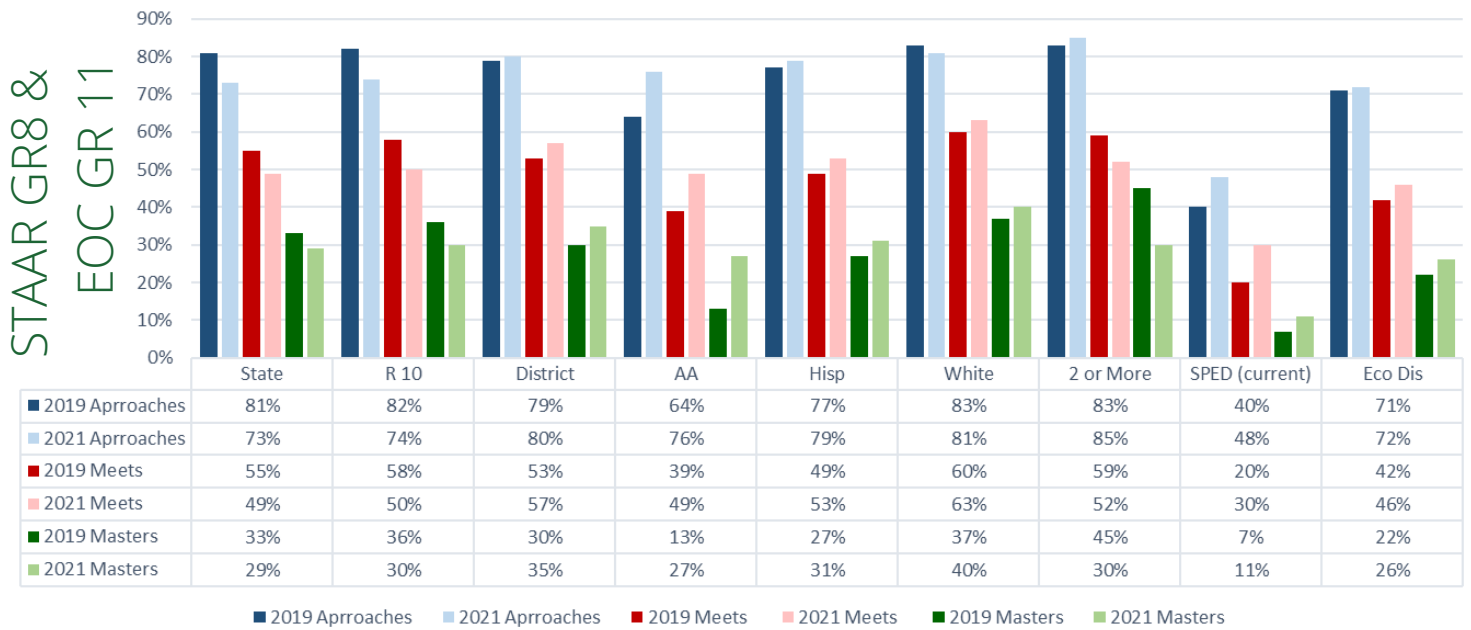


	State	R 10	District	AA	Hisp	White	2 or More	SPED (current)	Eco Dis
2019 Approaches	82%	84%	84%	72%	84%	88%	86%	56%	79%
2021 Approaches	81%	83%	84%	75%	82%	89%	85%	51%	79%
2019 Meets	48%	51%	51%	35%	47%	59%	61%	20%	40%
2021 Meets	44%	45%	50%	30%	45%	59%	57%	22%	37%
2019 Masters	25%	27%	22%	9%	19%	28%	29%	10%	14%
2021 Masters	20%	22%	23%	12%	17%	30%	31%	5%	14%

2019 Approaches 2021 Approaches 2019 Meets 2021 Meets 2019 Masters 2021 Masters

# STAAR Results / Comparisons continued.....

## ALL Grades SOCIAL STUDIES



## Graduation Rate

**Annual Graduates:** The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades.

Graduation rates are lagging indicators thus the most current TAPR data represents 2019-20 graduates

### Texas Education Agency 2019-2020 District Graduation Profile

	District		State	
	Count	Percent	Count	Percent
<b>Graduates (2019-20 Annual Graduates)</b>				
Total Graduates	631	100.0%	360,220	100.0%
<b>By Ethnicity:</b>				
African American	91	14.4%	44,729	12.4%
Hispanic	216	34.2%	184,060	51.1%
White	298	47.2%	105,215	29.2%
American Indian	7	1.1%	1,226	0.3%
Asian	4	0.6%	17,126	4.8%
Pacific Islander	1	0.2%	557	0.2%
Two or More Races	14	2.2%	7,307	2.0%
<b>By Graduation Type:</b>				
Minimum H.S. Program	4	0.6%	1,512	0.4%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	952	0.3%
Foundation H.S. Program (No Endorsement)	138	21.9%	49,535	13.8%
Foundation H.S. Program (Endorsement)	12	1.9%	15,689	4.4%
Foundation H.S. Program (DLA)	477	75.6%	292,532	81.2%
Special Education Graduates	60	9.5%	29,018	8.1%
Economically Disadvantaged Graduates	241	38.2%	187,187	52.0%
Emergent Bilingual (EB)/English Learner (EL) Graduates	21	3.3%	29,639	8.2%
At-Risk Graduates	272	43.1%	148,836	41.3%



## SAT / ACT Comparison



SAT/ACT Results (Annual Graduates)				
	Year	State	R10	District
Tested	2019-20	76.7%	81.5%	51.2%
	2018-19	75.0%	80.5%	59.1%
At/Above Criterion for All Exa	2019-20	35.7%	40.2%	51.7%
	2018-19	36.1%	40.1%	50.0%

SAT Results (Annual Graduates)				
	Year	State	R10	District
All Subjects	2019-20	1019	1035	1081
	2018-19	1027	1039	1087
English Language Arts	2019-20	513	520	541
	2018-19	517	521	546
Mathematics	2019-20	506	515	540
	2018-19	516	518	541

Performance of annual graduates from all Texas public schools on SAT and ACT. If a student takes the SAT or ACT more than once, the best result by subject area is selected.

ACT Results (Annual Graduates)				
	Year	State	R10	District
All Subjects	2019-20	20.2	20.5	21.7
	2018-19	20.6	20.6	21.8
English Language Arts	2019-20	19.9	20.1	21.3
	2018-19	20.3	20.2	21.6
Mathematics	2019-20	20.1	20.5	21.8
	2018-19	20.4	20.7	21.4
Science	2019-20	20.5	20.7	21.6
	2018-19	20.8	20.8	22.1

AP/IB Results (Participation) (Grades 11-12)				
	Year	State	R10	District
All Subjects	2020	22.0%	27.5%	9.4%
	2019	25.2%	31.3%	7.9%
English Language Arts	2020	12.7%	16.7%	6.9%
	2019	14.5%	19.0%	5.6%
Mathematics	2020	6.4%	9.2%	1.8%
	2019	7.4%	10.2%	1.9%
Science	2020	9.4%	12.1%	4.9%
	2019	10.4%	13.4%	2.8%
Social Studies	2020	12.4%	15.5%	4.4%
	2019	13.9%	17.4%	3.5%

AP/IB Results (Examinees $\geq$ Criterion) (Grades 11-12)				
	Year	State	R10	District
All Subjects	2020	59.0%	62.6%	50.8%
	2019	51.0%	54.4%	53.0%
English Language Arts	2020	50.1%	53.8%	43.8%
	2019	41.2%	44.3%	42.3%
Mathematics	2020	56.5%	62.7%	65.2%
	2019	52.2%	58.1%	41.7%
Science	2020	47.6%	51.0%	27.0%
	2019	40.6%	44.2%	41.7%
Social Studies	2020	52.3%	57.4%	45.6%
	2019	46.3%	51.2%	34.1%

## CCMR-College, Career and Military Readiness Indicators

TSIA Results (Graduates $\geq$ Criterion) (Annual Graduates)				
	Year	State	R10	District
Reading	2019-20	30.1%	25.3%	33.8%
	2018-19	33.4%	27.5%	37.9%
Mathematics	2019-20	21.2%	16.6%	36.6%
	2018-19	24.7%	18.3%	31.8%
Both Subjects	2019-20	16.4%	12.8%	24.2%
	2018-19	18.8%	13.6%	26.5%

### Texas Success Initiative Assessment 2.0 (TSIA2)

TSIA Results (Graduates  $\geq$  Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA (Data source: THECB and PEIMS 40203)

Dual Course Credits in Any Subject (Annual Graduates)				
	Year	State	R10	District
	2019-20	24.6%	23.1%	30.4%
	2018-19	23.1%	20.2%	34.0%

The percentage of students who completed and received credit for at least one advanced or dual-credit course.



A graduate earning an industry based certification under 19 TAC §74.1003.

Approved Industry-Based Certification (Annual Graduates)				
	Year	State	R10	District
	2019-20	13.2%	8.9%	15.2%
	2018-19	10.7%	7.2%	12.3%

Graduates with Level I or Level II Certificate (Annual Graduates)				
	Year	State	R10	District
	2019-20	0.7%	0.9%	2.9%
	2018-19	0.6%	0.5%	3.5%

A graduate earning a level I or level II certificate in any workforce education area



A graduate who has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services.

Graduate with Completed IEP and Workforce Readiness				
	Year	State	R10	District
	2019-20	2.4%	2.6%	4.1%
	2018-19	2.3%	2.3%	2.8%

College, Career, or Military Ready (Annual Graduates)				
	Year	State	R10	District
	2019-20	63.0%	62.8%	61.3%
	2018-19	72.9%	71.2%	74.2%

The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the nine criteria described in College, Career, or Military Readiness.

# Attendance Rate ~ Dropout Rate ~ Graduation Rate



Attendance Rate			
Year	State	R10	District
2019-20	98.3%	98.3%	98.8%
2018-19	95.4%	95.7%	95.5%

The percentage of days that students were present. The rate for 2019–20 is based on student attendance through the fourth six weeks due to the Covid-19 pandemic. Only students in grades 1–12 are included in the calculation.



The percentage of students who dropout of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate.
- Was previously reported as a dropout.

Annual Dropout Rate (Gr 7-8)			
Year	State	R10	District
2019-20	0.5%	0.5%	0.1%
2018-19	0.4%	0.4%	0.0%

Annual Dropout Rate (Gr 9-12)			
Year	State	R10	District
2019-20	1.6%	2.2%	1.0%
2018-19	1.9%	2.4%	1.3%

4-Year Longitudinal Rate (Gr 9-12)			
Year	State	R10	District
<b>Class of 2020</b>			
Graduated	90.3%	87.7%	93.7%
Received TxCHSE	0.4%	0.3%	0.3%
Continued HS	3.9%	5.4%	1.1%
Dropped Out	5.4%	6.6%	4.9%
<b>Class of 2019</b>			
Graduated	90.0%	88.4%	91.6%
Received TxCHSE	0.5%	0.3%	1.2%
Continued HS	3.7%	4.6%	2.4%
Dropped Out	5.9%	6.6%	4.8%

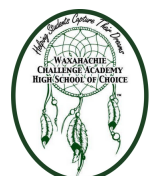


**Longitudinal Rates:** The status of a group (cohort) of students after four years in high school (4-Year Longitudinal Rate), after five years in high school (5-Year Extended Longitudinal Rate), or after six years in high school (6-Year Extended Longitudinal Rate).

- For the 4-Year Longitudinal Rate, the cohort consists of students who first attended ninth grade in 2016–17. They are followed through their expected graduation with the Class of 2020.
- For the 5-Year Extended Longitudinal Rate, the cohort consists of students who first attended ninth grade in 2015–16. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2019.
- For the 6-Year Extended Longitudinal Rate, the cohort consists of students who first attended ninth grade in 2014–15. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2018.

5-Year Extended Longitudinal Rate (Gr 9-12)			
Year	State	R10	District
<b>Class of 2019</b>			
Graduated	92.0%	90.6%	93.8%
Received TxCHSE	0.5%	0.4%	1.4%
Continued HS	1.3%	1.8%	0.0%
Dropped Out	6.1%	7.2%	4.8%
<b>Class of 2018</b>			
Graduated	92.2%	91.3%	92.0%
Received TxCHSE	0.6%	0.4%	1.7%
Continued HS	1.1%	1.4%	0.0%
Dropped Out	6.1%	6.9%	6.3%

6-Year Extended Longitudinal Rate (Gr 9-12)			
Year	State	R10	District
<b>Class of 2018</b>			
Graduated	92.6%	91.9%	91.8%
Received TxCHSE	0.7%	0.5%	1.8%
Continued HS	0.6%	0.7%	0.0%
Dropped Out	6.1%	6.9%	6.4%
<b>Class of 2017</b>			
Graduated	92.4%	92.3%	92.2%
Received TxCHSE	0.7%	0.6%	1.3%
Continued HS	0.6%	0.6%	0.0%
Dropped Out	6.3%	6.5%	6.5%



## 2020–21 Texas Academic Performance Report

The intent of these guidelines is to help districts fulfill their legal responsibilities regarding the annual report of their educational performance and the Texas Academic Performance Report (TAPR). Please read these guidelines carefully.

These guidelines are not a substitute for districts' knowledge and full understanding of Texas Education Code (TEC), §39.306 and §39.362, or 19 Texas Administrative Code, §61.1022.

TEC, §39.306, requires each district's board of trustees to publish an annual report that includes the PDF TAPR as well as the information summarized below under "Annual Report".

Statute requires that each district's board of trustees hold a public hearing to discuss the district's annual report within 90 calendar days of receiving the PDF TAPR. Winter breaks do not count toward the 90 days. Within two weeks following the public meeting, each district must widely publish its annual report, including posting it on the district website and other public places. A preliminary and final 2020–21 PDF TAPR will be released. Districts that did not request a Senate Bill 1365 optional alternative evaluation may use the preliminary report to meet these requirements. Districts that requested an alternative evaluation must wait for the final campus report in January 2022.

**1. Annual Report** The PDF TAPR comprises the main part of the district's annual report, and it must be published in the same format as provided by TEA. Districts may promote the online reporting system as well, but the annual report must use the PDF TAPR. In addition to the PDF TAPR, a district's annual report must include the campus performance objectives and the progress toward those objectives, district accreditation status, each campus awarded a distinction designation or rated *F* (not applicable for 2021 because *Not Rated: Declared State of Disaster* was assigned to all campuses and no distinction designations were awarded), the district's current special education compliance status (included in the district PDF TAPR cover page), information on violent or criminal incidents and prevention and intervention policies, findings that resulted from evaluations conducted under the Safe and Drug-Free Schools and Communities Act of 1994, and information on the performance of the previous year's graduates in their first year of college as reported by the Texas Higher Education Coordinating Board (THECB). Districts may include supplemental information, such as a narrative describing their schools; additional data, charts, and diagrams; or an explanation of the data prepared by TEA.

Districts are encouraged to provide a copy of the *TAPR Glossary*. The glossary provides definitions, describes methodologies, and lists sources for each data point in the TAPR. The Spanish version of the glossary is scheduled for release this winter. Other materials provided by TEA, such as these guidelines, are intended for district or campus use but may be shared with the public.

**2. PEIMS Financial Standard Reports (2019–20 Financial Actual Reports)** The financial section of the TAPR is provided by the State Funding Division. These reports can be accessed from a link on the last page of the TAPR or at <http://tea.texas.gov/financialstandardreports/>.

## 2020–21 Texas Academic Performance Report

For more information on the financial reports, please contact the State Funding Division at (512) 463-9238.

- 3. District Accreditation Status** Each district’s annual report must include the 2020–21 accreditation status. Information on accreditation status is available online at <http://tea.texas.gov/accredstatus/>. The report must also include any campuses that earned a distinction designation or was rated *F* (not applicable for 2021 because *Not Rated: Declared State of Disaster* was assigned to all campuses and no distinction designations were awarded).
- 4. Campus Performance Objectives** TEC, §11.253, requires each campus to have an improvement plan with performance objectives and to measure progress toward meeting these objectives. Both the objectives of each campus and each campus’ progress toward meeting those objectives must be included in the district’s annual report.
- 5. Special Education Determination Status** (*district PDF TAPR only*) The annual report must include the district’s special education determination status. The special education integrated intervention stage/determination status for each district is on the cover page of the report.
- 6. Report on Violent or Criminal Incidents** The annual report must include information about violent or criminal incidents that occur on each campus. Each district determines the format of its report but must include the following:
  - The number, rate, and type of violent or criminal incidents that occurred on each campus, to the extent permitted under the Family Educational Rights and Privacy Act
  - Descriptions of school violence prevention and violence intervention policies and procedures used to protect students
  - Findings from evaluations conducted under the Safe and Drug-Free Schools and Communities Act

For more information about the reporting of violent or criminal incidents during the Office of Civil Rights data collection, please visit <https://ocrdata.ed.gov/>.

- 7. Student Performance in Postsecondary Institutions** TEC, §51.403(e), requires postsecondary institutions in Texas to report student performance during the first year of enrollment after high school graduation to the high school from which students graduated. Districts must include this information in the annual report.

The THECB publishes a report listing this information for each high school in Texas (sorted by county and district) on its [website](#). The report is titled *Report of 2018–2019 High School Grads GPA in Higher Ed Report*. The first page explains the purpose of the report and data calculation methods.

## 2020–21 Texas Academic Performance Report

If data for a district are masked due to small numbers of students, that district should still publish its section of the report, showing the masked data, just as it would publish any data that are masked in the TAPR. Questions about accessing these reports should be directed to the THECB at (512) 427-6153.

- 8. Public Hearings** Statute requires that districts hold a hearing for public discussion of the annual report within 90 calendar days of the date of the release of the PDF TAPR. Districts may combine the hearing with a regularly scheduled meeting of the local board of trustees. Districts must notify property owners, parents, and others in a parental relationship to students of the hearing. This notification, which can be in the form of a press release, must be made available to local print and electronic media (i.e., newspaper, radio, and television). It must clearly state the date, time, and place of the hearing and explain the nature of the hearing.
- 9. Accessing the PDF TAPR** The TAPR is available through TEAL Accountability (<https://tealprod.tea.state.tx.us/TSP/TEASecurePortal/Access/LogonServlet>) or the TEA public website (<https://tea.texas.gov/perfreport/tapr/index.html>). The PDF TAPR is designed to allow for two-sided printing. Blank pages have been added after the cover page and where needed to ensure that each report is an even number of pages.

TEAL Accountability is for district use only and provides basic materials districts need to meet the legal requirements related to TAPR.

- 10. Publishing the Report** A district can upload its PDF TAPR to the district website or direct others to the TAPR on the TEA website. To accommodate those without internet access, a copy of the annual report should be made available in public places, such as school offices, local businesses, or public libraries. Districts may also distribute copies through email, standard mail, or by sending the reports home with students. Each district is responsible for finding the most efficient method of making the annual reports widely available to the public.
- 11. Requirement for Notice on District Website** TEC, §39.362, requires each district to post the most recent PDF TAPR on its website by the 10th instructional day of the school year. This responsibility is separate from widely releasing the annual report to the public. While statute does not require a district to update its website with the latest TAPR after the 10th instructional day, TEA strongly encourages districts to update their websites with the 2020–21 TAPR.

**2020–21 Texas Academic Performance Report**

- 12. Data Modification** By the time the TAPR is published, the window to correct inaccurate data submitted by a district has already closed. Districts must correct PEIMS data used in the TAPR per the procedures described in the *Texas Education Data Standards*. Districts must submit corrections for STAAR results, college admissions test data, Advanced Placement tests, or International Baccalaureate tests to the appropriate testing contractor. Districts are also afforded an opportunity to correct data associated with College, Career, and Military Readiness (CCMR) via the CCMR Verifier prior to finalization. A district may include in its annual report an explanation of any discrepancies between the TAPR and locally computed data.
- 13. Summary Report** In addition to publishing the complete PDF TAPR in its annual report, a district can develop and release a summarized report showing performance on key indicators. This summary must clearly indicate where and how to obtain a copy of the full report.
- 14. Common Questions** Districts are encouraged to make a copy of the *TAPR Glossary* available locally. The glossary provides definitions, describes methodologies, lists data sources, and answers many of the most commonly asked questions. Following are some of the most common causes of perceived inaccuracies in the TAPR or discrepancies between state and local data.
- **Time Frame** The time of data collection varies from indicator to indicator. For example, test scores for the ACT and SAT may be from tests taken when graduating seniors were juniors, or even sophomores. The *TAPR Glossary* provides additional information on data sources.
  - **PDF and Online System Data Sources** The PDF TAPR compiles data sets at a specific point in time to create an annual statistic. Districts that maintain cumulative or dynamic sets of similar information, such as student enrollment, may show different results.
  - **The Accountability Subset** The PDF TAPR includes the 2019 and 2021 STAAR results of only those students enrolled in the campus or district as of the previous PEIMS October snapshot (October 26, 2018 and October 30, 2020, respectively). See the *TAPR Glossary* for a more complete explanation of the accountability subset criteria.
  - **Masking** The TAPR applies masking rules to STAAR assessment results and other performance indicators when needed to comply with the federal Family Educational Rights and Privacy Act. For more information on masking rules and symbols, please see the explanation of masking on the TEA website at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2021/masking.html>.
- 15. Recommended Meetings** Beyond the requirement to widely publish the district annual report and PDF TAPR, a superintendent may encourage principals to meet with staff to discuss their campus report and, following public discussion, schedule presentations of the information at meetings of local parent-teacher organizations.

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

## Cover Page

**2021 Accountability Rating:** Given the impact of COVID-19, all districts, open-enrollment charter schools, and campuses received a label of *Not Rated: Declared State of Disaster* unless the district applied for and received an *Acceptable* campus rating under the optional alternative evaluation for established by [Senate Bill 1365](#). Acceptable campus ratings will be released with the final TAPR in January 2022.

**Distinction Designations:** Distinction designations were not awarded for 2021.

**2021 Special Education Determination Status** (*district TAPR only*): This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

*Meets Requirements*

*Needs Assistance*

*Needs Intervention*

*Needs Substantial Intervention*

For additional information, please see the links below.

General Information about RDA and SPP/APR:

Results Driven Accountability (RDA): <https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda>

State Performance Plan and Annual Performance Report: <https://tea.texas.gov/reports-and-data/data-submission/state-performance-plan#stateperformance>

Methodology for RDA and SPP/APR:

2021 RDA Manual: [https://tea.texas.gov/sites/default/files/19\\_0097\\_1005-1.pdf](https://tea.texas.gov/sites/default/files/19_0097_1005-1.pdf)

FFY 2019 SPP/APR Methodology: <https://sites.ed.gov/idea/spp-apr-letters?selected-category=&selected-year=&state=Texas>

Data Reports for RDA and SPP/APR:

SPP/APR Data Report: <https://rptsvr1.tea.texas.gov/idea/index.html>

RDA Data Reports: <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-data-and-reports>

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

**2021 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration)** (*districts serving grades 10–12*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

## Performance

**STAAR:** A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at <http://tea.texas.gov/curriculum/teks/>.

### Other Important Information:

*STAAR (with and without accommodations) and STAAR Alternate 2.* The TAPR and the Texas Performance Reporting System (TPRS) include performance on STAAR and STAAR Alternate 2.

*Spanish STAAR.* All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR and the TPRS include performance on the Spanish STAAR.

*Rounding of STAAR results.* STAAR performance shown on the TAPR and TPRS is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

*Masking.* STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/account/2021/masking.html>.

## STAAR Performance (2020–21)

The STAAR Performance section displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TPRS displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

### STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

Grade 5 – reading (for 2019, first and second administration cumulative), mathematics (for 2019, first and second administration cumulative), and science

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

Grade 8 – reading (for 2019, first and second administration cumulative), mathematics (for 2019, first and second administration cumulative), science, and social studies

*End-of-Course (EOC):*

English I

English II

Algebra I

Biology

U.S. History

*Accelerated Testers:*

SAT/ACT

*Percentage at Approaches Grade Level or Above.* The percentage of assessments that met or exceeded the Approaches Grade Level standard.

*Percentage at Meets Grade Level or Above.* The percentage of assessments that met or exceeded the Meets Grade Level standard.

*Percentage at Masters Grade Level.* The percentage of assessments that met the Masters Grade Level standard.

## Progress (Academic Growth and STAAR Progress Measure) (2018–19)

*Due to the lack of 2020 STAAR results, Academic Growth was not calculated for 2021; 2018 and 2019 data are shown.*

*School Progress Domain—Academic Growth Score.* Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR.

## Bilingual Education/ESL (2020–21)

**Bilingual Education (BE):** Dual-language program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. This category includes the following:

- *BE Trans Early Exit.* Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.
- *BE Trans Late Exit.* Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

- *BE Dual Two-Way*. Bilingual/biliteracy program model in which students identified as EB students/ELs are integrated with non-EB/non-EL students and are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in English and another language with at least half of the instruction delivered in the non-English program language for the duration of the program.
- *BE Dual One-Way*. Bilingual/biliteracy program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, with at least half of the instruction delivered in the students' primary language for the duration of the program.

**English as a Second Language (ESL):** An English acquisition program that enables EB students/ELs to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. This category includes the following:

- *ESL Content-Based*. An English acquisition program that serves students identified as EB students/ELs through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies.
- *ESL Pull-Out*. An English program that serves students identified as EB students/ELs through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

**Alternative Language Program (ALP):** An alternative language program provided to EB students/ELs for whom the LEA does not have the appropriately certified teachers for the required bilingual education or ESL program for the current school year. This category includes the following:

- *ALP Bilingual (Exception)*. An alternative language program to the required bilingual education (BE) program approved by the TEA for the current school year due to the LEA's submission of a bilingual education exception application.
- *ALP ESL (Waiver)*. An alternative language program to the required English as a second language (ESL) program approved by the TEA for the current school year due to the LEA's submission of an ESL waiver application.

**Emergent Bilingual (EB) Students/English Learners (EL):** The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. As a result of the 87th Texas Legislature, the term "emergent bilingual student" replaced the term of "limited English proficient (LEP) student" used in the Texas Education Code (TEC), Chapter 29, Subchapter B, and thus, will be changing the term of "English learner (EL)" used in 19 TAC Chapter 89, Subchapter BB. These terms describe the same group of Texas students. In the revised Texas Education Data Standards (TEDS),

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

the terms of “emergent bilingual” and “English learner” have been bridged as EB/EL. The term “English learner” is still used in federal regulations and guidance. This category includes:

- *EB/EL with Parental Denial.* Students identified as EB students/ELs whose parents have denied all bilingual and ESL program services.
- *Never EB/EL.* Students who have never been identified as EB students/ELs (non-EB students/non-ELs).
- *Total EB/EL (Current).* Students currently identified as EB students/ELs, including those served in a standard or alternative bilingual or ESL program as well as those with a parental denial of services.
- *Monitored & Former EB/EL.* Students who were once identified as EB students/ELs but have reclassified as English proficient, including students within their four years of state and federal monitoring and those beyond monitoring years.

## STAAR Participation (2020–21)

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), TELPAS Alternate, and/or an SAT/ACT. The details on the participation categories are as follows:

*Assessment Participant:* 1) number of answer documents with a score code of S, 2) number of STAAR Alternate 2 testers with a score code of N, 3) number of A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, 4) number of A or O mathematics answer documents with a scored TELPAS or TELPAS alternate assessment for year 1-5 asylee/refugees and students with interrupted formal education (SIFEs), and 5) number of accelerated testers’ EBRW SAT, ELA ACT assessments, ACT science, and mathematics SAT and ACT assessments.

- *Included in Accountability:* scored answer documents
- *Not included in Accountability:* answer documents counted as participants but not included in performance calculations
  - ◆ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the TSDS PEIMS fall snapshot.
  - ◆ *Other Exclusions.* The following answer documents were excluded from performance calculations:
    - ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
    - ❖ Answer documents of students who are either EB students/ELs who have been in school in the U.S. for one year.
    - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

*Not Tested:* answer documents with score codes A or O or accelerated testers without an SAT/ACT assessment

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

- *Absent*: answer documents with score code A
- *Other*: answer documents with score code O
- The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). *STAAR Participation Rate* is rounded to a whole number. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%.  
(Data source: STAAR and TELPAS File)

*Accelerated Testers*: SAT/ACT results for students who completed STAAR end-of-course (EOC) assessments while in middle school.

## Attendance and Graduation

### Attendance, Graduation, and Dropout Rates (2020–21)

**Attendance Rate:** The percentage of days that students were present. The rate for 2019–20 is based on student attendance from the highest 4 six-week attendance rates due to the Covid-19 pandemic. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

**total number of days that students in grades 1–12 were present during the 2019–20 school year**

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**total number of days that students in grades 1–12 were in membership during the 2019–20 school year**

(Data source: PEIMS 42400)

**Chronic Absenteeism:** The unduplicated number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days. Chronic Absenteeism is calculated as follows:

**total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2019–20 school year**

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**total number of K–12 students enrolled for at least 10 days during the 2019–20 school year**

(Data source: PEIMS 42400)

**Annual Dropout Rate:** The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

*Annual Dropout Rate (Gr 7–8).* This includes only grades 7 and 8. It is calculated as follows:

**number of dropouts in grades 7 and 8 during the 2019–20 school year**

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**number of students in grades 7 and 8 in attendance at any time during the 2019–20 school year**

*Annual Dropout Rate (Gr 9–12).* This includes grades 9 through 12. It is calculated as follows:

**number of dropouts in grades 9–12 during the 2019–20 school year**

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**number of students in grades 9–12 in attendance at any time during the 2019–20 school year**

Both annual dropout rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2019–20* reports, available on the TEA website at [http://tea.texas.gov/acctres/dropcomp\\_index.html](http://tea.texas.gov/acctres/dropcomp_index.html).

For detailed information on data sources, see Appendix H in the [2021 Accountability Manual](#) (Data source: PEIMS 40203, 40110, 42400, and 42500)

**Longitudinal Rates:** The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate*).

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2016–17. They are followed through their expected graduation with the Class of 2020.

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2015–16. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2019.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2014–15. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2018.

### *Additional Information on Cohorts:*

A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2016–17 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2016–17 but takes 5 years to graduate (i.e., graduates in May 2021) is still part of the 2020 cohort; he or she is not switched to the 2021 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2020. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

### ***4-Year Longitudinal Rate***

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2020 for the 2020 cohort.

**number of students from the cohort who received a high school diploma by  
August 31, 2020**

---

**number of students in the 2020 cohort\***

- (2) *Received TxCHSE*: For the 2020 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2020. It is calculated as follows:

**number of students from the cohort who received a TxCHSE by August 31, 2020**

---

**number of students in the 2020 cohort\***

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

- (3) *Continued High School*: The percentage of the 2020 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2020–21 school year**

---

**number of students in the 2020 cohort\***

- (4) *Dropped Out*: The percentage of the 2020 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2020–21 school year**

---

**number of students in the 2020 cohort\***

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2020 cohort. It is calculated as follows:

**number of students from the 2020 cohort who received a high school diploma by August 31, 2020 plus number of students from the cohort who received a TxCHSE by August 31, 2020**

---

**number of students in the 2020 cohort\***

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2020 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2020 plus number of students from the cohort who received a TxCHSE by August 31, 2020 plus number of students from the cohort who were enrolled in the fall of the 2020–21 school year**

---

**number of students in the 2020 cohort\***

## ***5-Year Extended Longitudinal Rate***

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2020, for the 2019 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2020**

---

**number of students in the 2019 cohort\***

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

- (2) *Received TxCHSE*: For the 2019 cohort, the percentage who received a TxCHSE certificate by August 31, 2020. It is calculated as follows:

**number of students from the cohort who received a TxCHSE by August 31, 2020**

---

**number of students in the 2019 cohort\***

- (3) *Continued High School*: The percentage of the 2019 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2020–21 school year**

---

**number of students in the 2019 cohort\***

- (4) *Dropped Out*: The percentage of the 2019 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2020–21 school year**

---

**number of students in the 2019 cohort\***

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2019 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2020**

**plus**

**number of students from the cohort who received a TxCHSE by August 31, 2020**

---

**number of students in the 2019 cohort\***

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2019 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2020**

**plus**

**number of students from the cohort who received a TxCHSE by August 31, 2020**

**plus**

**number of students from the cohort who were enrolled in the fall of the 2020–21 school year**

---

**number of students in the 2019 cohort\***

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

## ***6-year Extended Longitudinal Rate***

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2020, for the 2018 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2020**

---

**number of students in the 2018 cohort\***

- (2) *Received TxCHSE*: For the 2018 cohort, the percentage who received a TxCHSE certificate by August 31, 2020. It is calculated as follows:

**number of students from the cohort who received a TxCHSE by August 31, 2020**

---

**number of students in the 2018 cohort\***

- (3) *Continued High School*: The percentage of the 2018 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2020–21 school year**

---

**number of students in the 2018 cohort\***

- (4) *Dropped Out*: The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2020–21 school year**

---

**number of students in the 2018 cohort\***

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2018 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2020**

**plus**

**number of students from the cohort who received a TxCHSE by August 31, 2020**

---

**number of students in the 2018 cohort\***

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

- (6) *Graduates, TxCHSE & Continuers.* The percentage of graduates, TxCHSE recipients, and continuers in the 2018 cohort. It is calculated as follows:

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2020} \\ &\text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2020} \\ &\text{plus} \\ &\text{number of students from the cohort who were enrolled in the fall of the 2020–21 school year} \end{aligned}}{\text{number of students in the 2018 cohort}^*}$$

- \* The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, TxCHSE recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

#### *Additional Information about Federal Graduation Rates*

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus reports show federal graduation rates for the following:

- (1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2016–17. They are followed through their expected graduation with the Class of 2020. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2020}}{\text{number of students in the 2020 cohort}^{**}}$$

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools 2019–20*. (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

**Graduation Program:** The percentage of students who graduated under one of the following programs:

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2020) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

**number of graduates in the Class of 2020 who complete a 4-year RHSP or DAP**

---

**number of graduates in the Class of 2020 with reported graduation plans  
(excludes graduates with FHSP degree plans)**

FHSP-E Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

**number of graduates in the Class of 2020 who complete a 4-year FHSP-E**

---

**number of graduates in the Class of 2020 with reported FHSP graduation plans**

FHSP-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

**number of graduates in the Class of 2020 who complete a 4-year FHSP-DLA**

---

**number of graduates in the Class of 2020 with reported FHSP graduation plans**

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

**number of graduates in the Class of 2020 who complete a 4-year RHSP or DAP or  
FHSP-E or FHSP-DLA**

---

**number of graduates in the Class of 2020 with reported graduation plans**

RHSP/DAP Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

**number of graduates in SY 2019-20 reported with graduation codes for RHSP or DAP**

---

**number of graduates in SY 2019-20 with reported graduation plans (excludes graduates with  
FHSP degree plans)**

FHSP-E Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

**number of graduates in SY 2019-20 who earn an FHSP-E**

---

**number of graduates in SY 2019-20 with reported FHSP graduation plans**

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

**FHSP-DLA Graduates (Annual Rate) (2019-20)** The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

**number of graduates in SY 2019-20 who earn an FHSP-DLA**

---

**number of graduates in SY 2019-20 with reported FHSP graduation plans**

**RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2019-20)** The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

**number of graduates in SY 2019-20 reported with graduation codes for RHSP or DAP  
or FHSP-E or FHSP-DLA**

---

**number of graduates in SY 2019-20 with reported graduation plans**

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the class of 2020. See the [Texas Education Data Standards](#) for more information. *(Data source: PEIMS 40203)*

For additional information about graduation programs please see

[https://tea.texas.gov/Academics/Graduation\\_Information/State\\_Graduation\\_Requirements](https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements).

## Graduation Profile (2020–21)

**Annual Graduates:** The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2019-20 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)

*(Data source: PEIMS 40203)*

**Special Education:** The population of students served by special education programs. *(Data source: PEIMS 41163)*

**Economically Disadvantaged:** The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance. *(Data source: PEIMS 40100 and STAAR)*

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

**number of students in the 2019-20 school year eligible for free or reduced-price lunch or other public assistance**

---

**total number of students**

**EB (Emergent Bilingual) Students/EL (English Learners):** The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. *(Data source: PEIMS 40110)*

**At-Risk:** The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#). *(Data source: PEIMS 40100)*

**number of students in the 2019-20 school year considered as at risk**

---

**total number of students**

## Postsecondary Readiness

### College, Career, and Military\* Readiness (CCMR) (2020–21)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

#### College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.)*
- 2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*
- 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
- 4) **Earn an Associate Degree:** A graduate earning an associate degree prior to graduation from high school. *(Data source: PEIMS 40100)*
- 5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

#### Career/Military Readiness

- 6) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. *(Data source: PEIMS 40100)*

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

- 7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: PEIMS 40203)*
- 8) **Graduates under an Advanced Diploma Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced diploma plan and is identified as a current special education student *(Data source: PEIMS 40203 and 40110)*
- 9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. *(Data source: THECB)*
- 10) **\*Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: PEIMS 40203)*

*\*Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces. Enlistment data reported in PEIMS for 2019 annual graduates remains included for indicators displaying military readiness from 2018–19.*

## College, Career, or Military Ready Graduates

**College, Career, or Military Ready (Student Achievement):** The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the nine criteria described in *College, Career, or Military Readiness*.

## College Ready Graduates

**College Ready:** The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, or 5 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, or 9. *(Data source: PEIMS 43415, THECB, College Board, ACT, IB, and PEIMS 49010)*

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

**TSI Criteria Graduates:** The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

TSI Criteria						
<u>TSIA</u>		<u>SAT</u>		<u>ACT</u>		<u>College Prep Course</u>
>= 351 on Reading	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	>=19 on English <b>and</b> >= 23 Composite	or	Complete and earn credit for ELA college prep course
>= 350 on Mathematics	or	>=530 on Mathematics	or	>=19 on Mathematics <b>and</b> >=23 Composite	or	Complete and earn credit for mathematics college prep course

The percentages are calculated as follows:

*English Language Arts.*

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

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number of 2019-20 annual graduates

*Mathematics.*

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

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number of 2019-20 annual graduates

*Both Subjects.*

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

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number of 2019-20 annual graduates

*Either Subject.*

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

---

number of 2019-20 annual graduates

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

**Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*

$$\frac{\text{number of 2019-20 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\text{number of 2019-20 annual graduates}}$$

**AP/IB Criteria Met in Any Subject:** The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. *(Data source: College Board and IB)*

$$\frac{\text{number of 2019-20 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\text{number of 2019-20 annual graduates}}$$

**Associate Degree:** The percentage of annual graduates who earned an associate degree before graduation. *(Data source: PEIMS 40100)*

$$\frac{\text{number of 2019-20 annual graduates who earned an associate degree before graduation}}{\text{number of 2019-20 annual graduates}}$$

**Associate Degree but not Career/Military Ready:** The percentage of annual graduates who met associate degree criteria 4, but did not meet career or military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*.

**Associate Degree and Career/Military Ready:** The percentage of annual graduates who met associate degree criteria 4 and career or military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*.

**OnRamps Course Credits:** The percentage of annual graduates who completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area *(Data source: OnRamps program)*

$$\frac{\text{number of 2019-20 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2019-20 annual graduates}}$$

## Career/Military Ready Graduates

**Career or Military Ready Graduates:** The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, or 5.

**Approved Industry-Based Certification:** The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the *2021 Accountability Manual*. *(Data source: PEIMS 48011)*

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

number of 2019-20 annual graduates who earned an approved industry-based certification

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number of 2019-20 annual graduates

**Graduate with Completed IEP and Workforce Readiness:** The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the *2021 Accountability Manual*. (Data source: PEIMS 40203)

number of 2019-20 annual graduates who received a graduation type code of 04, 05, 54, or 55

---

number of 2019-20 annual graduates

**Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student:** The percentage of annual graduates under an advanced diploma plan and identified as a current special education student (Data source: PEIMS 40203 and 42401)

number of 2019-20 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student

---

number of 2019-20 annual graduates

**Graduate with Level I or Level II Certificate:** The percentage of annual graduates who earned a level I or level II certificate (Data source: THECB)

number of 2019-20 annual graduates who earned a level I or level II certificate

---

number of 2019-20 annual graduates

## CCMR-related Indicators (2020–21)

**TSIA Results (Graduates >= Criterion) (Annual Graduates):** The percentage of annual graduates who met the TSI criteria on the TSIA (Data source: THECB and PEIMS 40203)

Percentages are calculated and shown for reading and mathematics together and separately.

number of 2019-20 annual graduates who met the TSI criteria on the TSIA

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number of 2019-20 annual graduates

**Completed and Received Credit for College Prep Courses (Annual Graduates):** The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. (Data source: PEIMS 43415)

English Language Arts.

number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

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number of 2019-20 annual graduates

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

Mathematics.

number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

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number of 2019-20 annual graduates

Both Subjects.

number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

---

number of 2019-20 annual graduates

**AP/IB Results (Participation) (Grades 11–12):** The percentage of students in grades 11 and 12 who took the College Board’s Advanced Placement (AP) examinations or the International Baccalaureate’s (IB) examinations. (Data source: College Board and IB)

All Subjects

number of students in grades 11 & 12 in the 2019-20 school year who took at least one AP or IB examination

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total students enrolled in grades 11 & 12

*English Language Arts*

number of students in grades 11 & 12 in the 2019-20 school year who took at least one AP or IB examination in ELA

---

total students enrolled in grades 11 & 12

*Mathematics*

number of students in grade 11 & 12 in the 2019-20 school year who took at least one AP or IB examination in mathematics

---

total students enrolled in grades 11 & 12

*Science*

number of students in grade 11 & 12 in the 2019-20 school year who took at least one AP or IB examination in science

---

total students enrolled in grades 11 & 12

*Social Studies*

number of students in grade 11 & 12 in the 2019-20 school year who took at least one AP or IB examination in social studies

---

total students enrolled in grades 11 & 12

(Data source: College Board, IB, and PEIMS 40110)

**AP/IB Results (Examinees >= Criterion) (Grades 11–12):** The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

## All Subjects

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number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion

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number of 11th and 12th graders with at least one AP or IB examination

## English Language Arts

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number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in ELA

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number of 11th and 12th graders with at least one AP or IB examination in ELA

## Mathematics

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number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in mathematics

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number of 11th and 12th graders with at least one AP or IB examination in mathematics

## Science

---

number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in science

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number of 11th and 12th graders with at least one AP or IB examination in science

## Social Studies

---

number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in social studies

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number of 11th and 12th graders with at least one AP or IB examination in social studies

*(Data source: The College Board, The International Baccalaureate Organization, and PEIMS 40110)*

**SAT/ACT Results (Annual Graduates):** Participation and performance of annual graduates from all Texas public schools on the College Board’s SAT and ACT, Inc.’s ACT assessment. ACT and SAT scores are based on each student’s highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

- (1) *Tested:* The percentage of graduates who took either college admissions assessment:

---

number of 2019-20 graduates who took either the SAT or the ACT

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number of 2019-20 graduates reported

- (2) *At/Above Criterion:* The percentage of examinees who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

number of 2019-20 graduating examinees who scored at or above the criterion score on either the SAT or the ACT

---

number of 2019-20 graduating examinees taking either the SAT or the ACT

**Average SAT Score (Annual Graduates):** Performance of annual graduates from all Texas public schools on the College Board’s SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

- (1) *Average SAT Score (All Subjects):* The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2019-20 graduates who took the SAT

---

number of 2019-20 graduates who took the SAT

- (2) *Average SAT Score (English Language Arts and Writing):* The average score for the SAT evidence-based reading and writing. The maximum score is 800.

sum of SAT evidence-based reading and writing scores of all 2019-20 graduates who took the SAT

---

number of 2019-20 graduates who took the SAT

- (3) *Average SAT Score (Mathematics):* The average score for the SAT mathematics. The maximum score is 800.

sum of SAT mathematics scores of all 2019-20 graduates who took the SAT

---

number of 2019-20 graduates who took the SAT

*(Data source: College Board and PEIMS 40203)*

**Average ACT Score (Annual Graduates):** Performance of annual graduates from all Texas public schools on the ACT Inc.’s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

- (1) *Average ACT Score (All Subjects):* The average score for the ACT composite. The maximum score is 36.

sum of ACT composite scores of all 2019-20 graduates who took the ACT

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number of 2019-20 graduates who took the ACT

- (2) *Average ACT Score (English Language Arts):* The average score for the ACT English and reading combined. The maximum score is 36.

sum of ACT English and reading combined scores of all 2019-20 graduates who took the ACT

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number of 2019-20 graduates who took the ACT

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

- (3) *Average ACT Score (Mathematics)*: The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\text{sum of ACT mathematics scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

- (4) *Average ACT Score (Science)*: The average score for the science ACT. The maximum score is 36.

$$\frac{\text{sum of ACT science scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

## Other Postsecondary Indicators (2020–21)

**Advanced/Dual-Credit Course Completion (Grades 9–12)**: The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in Texas Administrative Code §74.25.

Appendix A lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the PEIMS after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows:  
(Data source: PEIMS 43415)

*Any Subject*

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2019-20}}$$

*English Language Arts*

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one ELA course in 2019-20}}$$

*Mathematics*

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2019-20}}$$

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

## Science

number of students in grades 9–12 in 2019-20 who received credit for at least one science advanced/dual-credit course

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number of students in grades 9–12 who received credit for at least one science course in 2019-20

## Social Studies

number of students in grades 9–12 in 2019-20 who received credit for at least one social studies advanced/dual-credit course

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number of students in grades 9–12 who received credit for at least one social studies course in 2019-20

(Data source: PEIMS 43415)

**CTE Coherent Sequence (Annual Graduates):** The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study. (Data source: PEIMS 40100, 40203, and 42400)

number of in 2019-20 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

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Students who completed CTE coherent sequence courses remain included when comparing 2018–19 results to 2019–20. (Data source: THECB)

number of in 2019-20 annual graduates

**Graduates Enrolled in Texas Institution of Higher Education (TX IHE):** The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

number of graduates during the 2018-19 school year who attended a public or independent college or university in Texas in the following academic year

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number of graduates during the 2018-19 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.

(Data source: THECB)

**Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course:** The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and did not require a developmental education course.

number of graduates during the 2018-19 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

and

met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)

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number of graduates during the 2018-19 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

Students who attended Texas public two- or four-year institutions of higher education are included. Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at <http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>.

For more information on the data used in this indicator, contact THECB at (512) 427-6153.

## Profile

### Student Information (2020–21)

*Please note, the Enrollment section of this report was created in 2019–20. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year’s report to reports prior to 2019–20, use the data displayed under Membership.*

**Enrollment:** Students reported as enrolled as of the last Friday in October (October 30, 2020).

**Membership:** Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

**Total Students:** The total number of public school students who were reported at any grade from early childhood education through grade 12. *(Data source: PEIMS 40110)*

**Students by Grade:** The count of students in each grade divided by the total number of students. *(Data source: PEIMS 40110)*

**Ethnic Distribution:** The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. *(Data source: PEIMS 40100, 30040, 30050, 30090)*

**Male/Female:** The number and percentage of students who are identified as male or female. *(Data source: PEIMS 40100)*

**Economically Disadvantaged:** The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

**number of students eligible for free or reduced-price lunch or other public assistance**

---

**total number of students**

*(Data source: PEIMS 40100)*

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

**Non-Educationally Disadvantaged:** Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

**Section 504 Students:** The count and percentage of students identified as receiving section 504 services. *(Data source: PEIMS 40110)*

**Emergent Bilingual Students (EB)/English Learners (EL):** The count and percentage of students whose primary language is other than English and who are in the process of acquiring English.

The percentage of EB students/ELs is calculated by dividing the number of EB students/ELs by the total number of students in the district or campus. Not all students identified as EB students/ELs receive bilingual or English as a second language instruction. *(Data source: TELPAS file)*

**Students with Disciplinary Placements:** The count and percentage of students placed in alternative education programs under [Chapter 37 of the Texas Education Code](#). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

**number of students with one or more disciplinary placements**

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**number of students who were in attendance at any time during the school year**

For 2020–21, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS 44425)*

**Students with Dyslexia:** The count and percentage of students identified with dyslexia. *(Data source: PEIMS 40100)*

**Foster Care:** The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). *(Data source: PEIMS 40100)*

**Homeless:** The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term “homeless children and youths” —

(A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii). *(Data source: PEIMS 40100)*

**Immigrant:** The count and percentage of students identified under the definition found under Title III of the Elementary and Secondary Education Act (ESEA), where the term ‘immigrant children and youth’ is defined as, “individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years.” The term ‘State’ means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: PEIMS 40100)*

**Migrant:** The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. *(Data source: PEIMS 40100)*

**Title I:** The count and percentage of students participating in a program authorized under ESEA, Title I, Part A. *(Data source: PEIMS 41461)*

**Military Connected:** The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. *(Data source: PEIMS 40100)*

**At-Risk:** The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#).

**number of students in the 2020–21 school year considered as at risk**

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**total number of students**

*(Data source: PEIMS 40110)*

**Student by Instructional Program:** The count and percentage of students served in programs and/or courses for bilingual/ESL education, gifted and talented education, or special education. The percentages do not total to 100 because students may participate in more than one of these programs. *(Data source: PEIMS 40110, 41163 and 41169)*

**Students with Disabilities by Type of Primary Disability:** The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

*(Data source: PEIMS 41163)*

**Mobility:** The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

**number of mobile students in 2019–20**

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**number of students who were in membership at any time during the  
2019–20 school year**

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: PEIMS 42400)*

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

**Attrition Rates:** The percentage of students enrolled in fall 2019–20 who did not return to the same campus in the fall of 2020–21. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2019–20 that was no longer active in 2020–21. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

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**number of students enrolled in fall 2019 – number of students who returned in fall 2020**

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**number of students enrolled in fall 2019**

**Retention Rates by Grade:** The percentage of students in Texas public schools who enrolled in fall 2020 in the same grade in which they were reported for the last six-week period of the prior school year (2019–20).

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**the number of students enrolled in the same grade from one school year to the next**

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**the number of students enrolled from one school year who return the next year or who graduate**

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in Grade-Level Retention in Texas Public Schools, 2019–20, available from TEA. (*Data source: PEIMS 40110*)

**Data Quality (not on campus profile):** The percentage of errors made by the district in the PEIMS Student Leaver Data.

*Percent of Underreported Students.* Underreported students are 7<sup>th</sup>–12<sup>th</sup> graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2019–20 the end of the school-start window was September 25, 2020.)

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**number of underreported students**

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**number of students in grades 7–12 who were served in the district in the 2019–20 school year**

(*Data source: Texas High School Equivalency Certificate Information File; PEIMS 40100, 40110, 42400, and 42500*)

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

**Class Size Averages by Grade and Subject:** The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, the average is determined based on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the “SR” prefix are not included.
- Teacher roles coded as “teacher” and/or “substitute teacher” are included.
- Only class settings coded as “regular class” are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

*(Data source: PEIMS 30090)*

## Staff Information (2020–21)

**Total Staff:** The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: PEIMS 30040, 30050, and 30090)*

**Professional Staff:** The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30040, 30050, and 30090)*

**Educational Aides:** The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30090)*

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

**Auxiliary Staff** (*not on campus profile*): The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. (*Data source: PEIMS 30060 and 30090*)

**Librarians and Counselors (Headcount)**: The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, if an FTE count is less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcounts, not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report, the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix B for PEIMS Role IDs (Professional Support Staff). (*Data source: PEIMS 30040, 30050, and 30090*)

**Total Minority Staff**: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. (*Data source: PEIMS 30040, 30050, and 30090*)

**Teachers by Ethnicity and Sex**: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. (*Data source: PEIMS 30040, 30050, and 30090*)

**Teachers by Highest Degree Held**: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. (*Data source: PEIMS 30040, 30050, and 30090*)

**Teachers by Years of Experience**: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. (*Data source: PEIMS 30040, 30050, and 30090*)

**Number of Students per Teacher**: The total number of students divided by the total teacher FTE count. (*Data source: PEIMS 30040, 30050, and 30090*)

**Experience of Campus Leadership**: The average years of experience for principals and assistant principals.

*Average Years as Principal*: The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

*Average Years as Principal with District:* The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

*Average Years as Assistant Principal:* The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

*Average Years as Assistant Principal with District:* The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

*(Data source: PEIMS 30050)*

**Average Years Experience of Teachers:** The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher’s FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers’ FTE coefficients. *(Data source: PEIMS 30040, 30050, and 30090)*

**Average Years Experience of Teachers with District:** The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher’s FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher’s coefficients. *(Data source: PEIMS 30050)*

**Average Teacher Salary by Years of Experience (regular duties only):** Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30060)*

**Average Actual Salaries (regular duties only):** For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix B for lists of the PEIMS role IDs included in each category.

*Teachers.* Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

*Professional Support.* Therapists, nurses, librarians, counselors, and other campus professional personnel.

*Campus Administration (School Leadership).* Principals, assistant principals, and other administrators reported with a specific school ID.

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

*Central Administration (not on campus profile)*. Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

**Instructional Staff Percent** (*district profile only*): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2019–20 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. (*Data source: PEIMS 30040, 30050, and 30090*)

**Turnover Rate for Teachers** (*not on campus profile*): The percentage of teachers from the fall of 2019–20 who were not employed in the district in the fall of 2020–21. It is calculated as the total FTE count of teachers from the fall of 2019–20 who were not employed in the district in the fall of 2020–21, divided by the total teacher FTE count for the fall of 2019–20. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (*Data source: PEIMS 30040 and 30090*)

**Staff Exclusions** (*not on campus profile*): The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

*Shared Services Arrangement (SSA) Staff* are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

*Contracted Instructional Staff (District and Campus Profiles)* refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (*Data source: PEIMS 30055 and 30060*)

**Contracted Instructional Staff:** The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis. (*Data source: PEIMS 30055*)

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

**Teachers by Program** (*population served*): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. (*Data source: PEIMS 30040, 30050, and 30090*)

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

## Appendix A Advanced Academic Courses

- All courses shown were for the 2019–20 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

### English Language Arts

I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVEL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVEL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

### Mathematics

A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSINESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL

## Technology Applications

03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II (TACS2)
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HIGH LVL

## Fine Arts

03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLES OF DANCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART: DRAWING PORTFOLIO
A3500400	AP STUDIO ART: 2-DIM DESIGN PORTFOLIO
A3500500	AP STUDIO ART: 3-DIM DESIGN PORTFOLIO
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II
I3830300	IB FILM STANDARD LEVEL
I3830400	IB FILM HIGHER LEVEL

## Science

I3060001	IB SPORTS EXERCISE & HEALTH SCI ST LVL
I3060002	IB SPORTS EXERCISE & HEALTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESIGN II
13037220	SCIENTIFIC RESEARCH & DESIGN III
13037300	ENG DESIGN & PROBLEM SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

## Social Studies/History

A3220300	AP INTERNATIONAL ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

## Foreign Language

I3110300	IB LANGUAGE AB INITIO STD LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE
A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE & CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
03380021	SOCIAL STD ADV STDYS (2ND TME)

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

## Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

## Other

N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III
N1290318	GIFD & TAL IND STUD MENTOR IV

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

## Appendix B PEIMS Role Identifications

(In Alphabetical Order by Label)

### CENTRAL ADMINISTRATORS

004.....	Assistant/Associate/Deputy Superintendent
027.....	Superintendent/CAO/CEO/President
061.....	Asst/Assoc/Deputy Exec Director
062.....	Component/Department Director
063.....	Coordinator/Manager/Supervisor

### CAMPUS ADMINISTRATORS

003.....	Assistant Principal
020.....	Principal

### EITHER CENTRAL OR CAMPUS ADMINISTRATORS\*

012.....	Instructional Officer
028.....	Teacher Supervisor
040.....	Athletic Director
043.....	Business Manager
044.....	Tax Assessor and/or Collector
045.....	Director - Personnel/Human Resources
055.....	Registrar
060.....	Executive Director

### PROFESSIONAL SUPPORT STAFF

002.....	Art Therapist
005.....	Psychological Associate
006.....	Audiologist
007.....	Corrective Therapist
008.....	Counselor
011.....	Educational Diagnostician
013.....	Librarian
015.....	Music Therapist
016.....	Occupational Therapist
017.....	Certified Orientation & Mobility Specialist
018.....	Physical Therapist
019.....	Physician
021.....	Recreational Therapist
022.....	School Nurse
023.....	LSSP/Psychologist
024.....	Social Worker
026.....	Speech Therapist/Speech-Lang Pathologist
030.....	Visiting Teacher/Truant Officer
032.....	Work-Based Learning Site Coordinator
041.....	Teacher Facilitator
042.....	Teacher Appraiser
054.....	Department Head
056.....	Athletic Trainer
058.....	Other Campus Professional Personnel
064.....	Specialist/Consultant

# 2020–21 Texas Academic Performance Report (TAPR) Glossary

065.....	Field Service Agent
079.....	Other ESC Professional Personnel
080.....	Other Non-Campus Professional Personnel
100.....	Instructional Materials Coordinator
101.....	Legal Services
102.....	Communications Professional
103.....	Research/Evaluation Professional
104.....	Internal Auditor
105.....	Security
106.....	District/Campus Information Technology Professional
107.....	Food Service Professional
108.....	Transportation
109.....	Athletics
110.....	Custodial
111.....	Maintenance
112.....	Business Services Professional
113.....	Other District Exempt Professional Auxiliary
114.....	Other Campus Exempt Professional Auxiliary
115.....	Psychiatric Nurse
116.....	Licensed Clinical Social Worker
117.....	Licensed Professional Counselor
118.....	Licensed Marriage & Family Therapist

## TEACHERS

087.....	Teacher
047.....	Substitute Teacher

## EDUCATIONAL AIDES

033.....	Educational Aide
036.....	Certified Interpreter

## AUXILIARY STAFF

Employment record, but no responsibility records.

\* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

Waxahachie ISD  
BOARD OF TRUSTEES

Date: March 21, 2022

Subject: Superintendent's Report



**Background:**

Dr. Jerry Hollingsworth will provide the Board an overview of major activities related to leadership and learning throughout the district. This month's Superintendent's Report will include:

- An update on the district's enrollment and average daily attendance (ADA)
- An update on the first meeting of the Long-Range Planning Committee (LRPC)
- An update on the development of the district's Balanced Scorecard (BSC)
- An update on the hiring process for high profile coaches' positions

Waxahachie ISD  
BOARD OF TRUSTEES

Date: **March 21, 2022**

Subject: **School Choice Update**

**Background:**

Dustin Binnicker and Lisa Mott will offer an update on school choice in the district. This month we will highlight Marvin Elementary and their transition to Marvin Biomedical Academy for the 2022-2023 school year. Principal Karin Polk will present information about the transformation process.

**Recommendation:**

Informational only.

Waxahachie ISD  
BOARD OF TRUSTEES

Date: **March 21, 2022**

Subject: **Informational Report for Texas Covid Learning Acceleration Supports (TCLAS)**



**Background:**

Informational report and update of The Texas Covid Learning Acceleration Supports (TCLAS) Grant from TEA. This report will provide an update on progress from TCLAS Grant Awards and Principal Residency Grant at Finley Junior High School and Wedgeworth Elementary.

Waxahachie ISD  
BOARD OF TRUSTEES

Date: March 21, 2022

Subject: **CCMR Update**



**Background:**

Texas leads the nation in the number of public policies designed to improve college, career, and military readiness (known around here as CCMR). The state's emphasis on postsecondary readiness is also reflected in its accountability system, which includes a strong focus on CCMR indicators.

In 2021, Waxahachie ISD proposed and implemented changes to improve the district's CCMR status.

**Recommendation:**

Dr. Averett and supporting departments will provide a CCMR update for Waxahachie ISD.

Waxahachie ISD  
BOARD OF TRUSTEES

Date: **March 21, 2022** \_\_\_\_\_ -

Subject: **Minutes of February Meeting** \_\_\_\_\_



The following minutes are included for the Board:  
February 14, 2022

**Recommendation:**

The minutes listed above be approved as presented.

**Minutes February 14, 2022**  
**Board of Trustees Regular Meeting**  
**Waxahachie Independent School District**

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The Board of Trustees of the Waxahachie Independent School District met February 14, 2022 in the school district boardroom. President Dusty Autrey called the meeting to order at 5:00 P.M. All trustees were present. WISD Superintendent Dr. Jerry Hollingsworth, Deputy Superintendent Lee Auvenshine, Assistant Superintendent Ryan Kahlden, Assistant Superintendent Dr. David Averett, Assistant Superintendent Lisa Mott, Executive Director of Curriculum and Instruction Dustin Binnicker, and Public Relations Director Jenny Bridges, as well as other administrators, were also present.

The Board entered closed session at 5:01 P.M. The Board reconvened to Open Session at 5:38 P.M.

Board of Trustees Secretary, Melissa Starnater gave the invocation. Clift 5<sup>th</sup> grade students, Addyson Sneed, Jianna Guerro and Samuel Montelongo led the pledge to the American and Texas flags.

No one spoke in Open Forum.

Recognitions:

- PR Director, Jenny Bridges, recognized 3 Global High Seniors for receiving National Scholars-Uver Barrios, Amy Hernandez-Patino and Victoria Martinez.
- Clift principal, Tanisha Malone, honored Skylar Smith as the February Clift Hero of the month.
- WISD's Turner Pre-K Principal, Normel Gilliam, recognized her art teacher, Chanita Jones for her outstanding work with their students and her co-workers.
- Ryan Kahlden recognized the WISD Child Nutrition department for their excellent report from the recent audit done on their department (no findings in the audit).

Ryan Kahlden provided the Board with an update on ESSER III funding. Approximately 28.6 percent of funds allocated to WISD have been spent at this time. A report on the Child Nutrition department was provided by director Kam Bridgers. The department has extended breakfast times on secondary campuses for students with zero hour classes, serving an additional 25,000+ breakfasts so far this year, in addition to many other accomplishments.

Ryan Kahlden provided the Board with an update on the 2021-2022 budget, given lower-than-expected student attendance due to COVID. CTE director Ashley Treat gave the Board a report on WISD CTE. WISD offers 80 different CTE courses across the district, and 131 industry-based certifications have already been earned by WISD students this school year.

Trustee Melissa Starnater made a motion to approve Consent Agenda Items A-I. Trustee Clay Schoolfield seconded, and the motion passed 7-0. Those items were:

- A. Minutes from previous meetings.
- B. Monthly Financial Reports.
- C. Informational report on Maintenance department's work orders
- D. Monthly informational report regarding student attendance, discipline, drug offenses, and drug prevention measures
- E. Administrator contracts for the 2022-2023 school year

- F. A contract to provide a fireworks show after WHS's graduation ceremony
- G. An amended resolution to donate land near Turner Pre-K Academy to the City of Waxahachie for their improvements to Lee Penn Park
- H. Election items, including Order of Trustee Election, Notice of Election, and Joint Election Contract for Election Services
- I. Declaration of competitive sealed proposals as the delivery method for Dunaway and Northside freezer/cooler replacement projects, as well as adoption of prevailing wage rates for those projects

ACTION ITEMS:

- Trustee Judd McCutchen made a motion to approve Item A, the 2022-2023 WISD Academic Calendar. Debbie Timmermann seconded and the motion carried 7-0.
- Trustee Clay Schoolfield made motion to approve Item B, new flooring at Turner and Marvin. Trustee Melissa Starnater seconded and the motion passed 7-0.
- Trustee Clay Schoolfield made a motion to approve Item C, the resolution to pay staff during the February 2022 winter storm. Trustee Kim Kriegel seconded and the motion carried 7-0.
- Trustee Debbie Timmermann made a motion to approve Item D, a resolution to declare February as CTE month for Waxahachie ISD. Trustee John Rodgers seconded and the motion carried 7-0.

Trustee Judd McCutchen made a motion to adjourn. Trustee Debbie Timmermann seconded and the motion passed 7-0. The meeting adjourned at 6:45 P.M.

\_\_\_\_\_  
Dusty Autrey, President

\_\_\_\_\_  
Melissa Starnater, Secretary

\_\_\_\_\_  
Date

Waxahachie ISD  
BOARD OF TRUSTEES

Date: March 21, 2022

Subject: Budget and Finance

Presented by: Ryan Kahlden

**Background:**

General Operating Cash Position Report, Cash Projection Reports, followed by report showing cash position for multiple funds including G/O, I&S, Capital Projects and Enterprise Funds. Investment Reports for all funds included. Revenue and Expense reports shown by summary and by function and object.

Presented for Board consideration and approval are purchase orders over \$50,000 and Budget Transfers/Revisions and Donation Report

**Recommendation:**

Review and approve the monthly Financial Reports as presented.

Review and approve PO over \$50,000 and Budget Transfers/Revisions and Donation Report as recommended.

**GENERAL OPERATING  
CASH POSITION  
AS OF JANUARY 2022**

Actual Invested Funds:	\$49,478,200.73
Actual Cash Balance:	<u>\$ 941,368.29</u>

**Total Cash Balance (Jan. 2022):**                    **\$50,419,569.02**

Estimated Feb. 22 Tax Revenue:	\$ 6,855,400.00
Estimated Feb. 22 State/Other Revenue:	\$ 1,095,300.00
Estimated Feb. 22 Payroll Expenses:	\$ -7,075,800.00
Estimated Feb. 22 A/P Expenses:	<u>\$ -1,897,650.00</u>

**Projected Cash Balance end (Feb. 22):**        **\$49,396,819.02**

There are no anticipated cash flow problems for the District.

**GENERAL OPERATING REVENUE AND EXPENSE PROJECTIONS 2021-22**  
(updated with monthly actuals)

Projected 2021-22 Cashflow

	September	October	November	December	January	February	March	April	May	June	July	August	TOTALS
<b>Beginning Balance</b>	\$ 23,635,645	\$ 25,221,198	\$ 24,454,988	\$ 23,210,331	\$ 21,365,209	\$ 50,419,569	\$ 49,396,819	\$ 43,781,629	\$ 39,206,279	\$ 33,784,659	\$ 29,737,734	\$ 26,516,699	
Local Tax Revenue	\$ 42,479	\$ 94,464	\$ 2,571,100	\$ 7,607,536	\$ 35,090,845	\$ 6,855,400	\$ 1,325,200	\$ 269,700	\$ 275,380	\$ 145,675	\$ 175,840	\$ 95,640	\$ 54,549,259
State/Other Revenue	\$ 11,728,366	\$ 7,643,419	\$ 4,472,835	\$ 922,839	\$ 3,786,911	\$ 1,095,300	\$ 1,375,840	\$ 3,759,450	\$ 3,475,600	\$ 4,650,800	\$ 6,490,400	\$ 7,350,900	\$ 57,352,660
Payroll Expenses	\$ (7,028,493)	\$ (6,993,174)	\$ (7,010,110)	\$ (8,796,054)	\$ (6,937,756)	\$ (7,075,800)	\$ (7,130,540)	\$ (7,125,600)	\$ (7,596,800)	\$ (7,145,600)	\$ (7,096,800)	\$ (7,089,400)	\$ (87,026,128)
Accounts Payable	\$ (3,156,798)	\$ (1,510,919)	\$ (1,277,882)	\$ (1,580,042)	\$ (2,885,640)	\$ (1,897,650)	\$ (1,785,690)	\$ (1,478,900)	\$ (1,575,800)	\$ (1,697,800)	\$ (2,790,475)	\$ (2,650,490)	\$ (24,288,087)
<b>Ending Balance</b>	\$ 25,221,198	\$ 24,454,988	\$ 23,210,931	\$ 21,365,209	\$ 50,419,569	\$ 49,396,819	\$ 43,781,629	\$ 39,206,279	\$ 33,784,659	\$ 29,737,734	\$ 26,516,699	\$ 24,223,349	\$ (111,314,214)

**GENERAL OPERATING REVENUE AND EXPENSE PROJECTIONS 2021-22**  
(original projections)

Projected 2021-22 Cashflow

	September	October	November	December	January	February	March	April	May	June	July	August	TOTALS
<b>Beginning Balance</b>	\$ 23,635,645	\$ 25,221,198	\$ 24,565,819	\$ 22,552,019	\$ 37,332,209	\$ 46,151,699	\$ 49,023,849	\$ 43,318,859	\$ 39,049,159	\$ 33,427,339	\$ 29,380,414	\$ 26,159,379	
Local Tax Revenue	\$ 42,479	\$ 145,350	\$ 2,950,400	\$ 22,475,800	\$ 15,900,600	\$ 10,750,300	\$ 1,235,400	\$ 575,350	\$ 275,380	\$ 145,675	\$ 175,840	\$ 95,640	\$ 54,768,214
State/Other Revenue	\$ 11,728,366	\$ 8,125,400	\$ 4,654,200	\$ 975,850	\$ 1,590,540	\$ 1,095,300	\$ 1,975,840	\$ 3,759,450	\$ 3,275,400	\$ 4,650,800	\$ 6,490,400	\$ 7,350,900	\$ 55,672,446
Payroll Expenses	\$ (7,028,493)	\$ (7,130,250)	\$ (8,160,540)	\$ (7,485,600)	\$ (7,175,900)	\$ (7,075,800)	\$ (7,130,540)	\$ (7,125,600)	\$ (7,596,800)	\$ (7,145,600)	\$ (7,096,800)	\$ (7,089,400)	\$ (87,251,323)
Accounts Payable	\$ (3,156,798)	\$ (1,795,879)	\$ (1,457,860)	\$ (1,175,860)	\$ (1,495,750)	\$ (1,897,650)	\$ (1,785,690)	\$ (1,478,900)	\$ (1,575,800)	\$ (1,697,800)	\$ (2,790,475)	\$ (2,650,490)	\$ (22,958,952)
<b>Ending Balance</b>	\$ 25,221,198	\$ 24,565,819	\$ 22,552,019	\$ 37,332,209	\$ 46,151,699	\$ 49,023,849	\$ 43,318,859	\$ 39,049,159	\$ 33,427,339	\$ 29,380,414	\$ 26,159,379	\$ 23,866,029	\$ (110,210,275)

Projections based on these assumptions:

The beginning balance is based on the adjusted 8/31/21 cash balance of \$922,642.86 plus the actual invested balance of \$22,713,002.95.

Tax revenue is based on total taxes budgeted for 21-22 and divided per month based on 20-21 collections.

Tax revenue includes General Operating only - not 1&S, and includes budgeted amount for current, delinquent and penalties.

State/Other revenue based on budgeted revenue for General Operating and Federal/State Special Programs.

These projections do not include Child Nutrition, Lighthouse for Learning, Child Care Center, Student Activity

Campus Activity, Interest and Sinking or Capital Projects - which all have separate bank accounts

Payroll expenses are based on September's actual payroll expense and certain fluctuations anticipated throughout the 21-22 year -

including substitutes and retiree payoffs.

Accounts payable amounts for September are actual. October through August are projected amounts. These projections only include General Operating and Federal/State Special Programs.

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT  
CASH POSITION  
FOR THE PERIOD ENDED  
JANUARY 2022

	<u>LOCAL MAIN</u>	<u>I &amp; S</u>	<u>OSCB ESCROW</u>	<u>CAPITAL</u>	<u>ENTERPRISE</u>	<u>TOTAL</u>
Beginning Balances	\$ 804,873.87	\$ 425,102.29	\$ -	\$ 163,105.70	\$ 1,703,342.61	\$ 3,096,424.47
Add: Deposits	\$ 9,959,891.10	\$ 19.63	\$ -	\$ 7.39	\$ 893,410.93	\$ 10,853,329.05
Less: Disbursements	<u>\$ (9,823,396.68)</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (254,248.72)</u>	<u>\$ (10,077,645.40)</u>
Ending Balances	\$ 941,368.29	\$ 425,121.92	\$ -	\$ 163,113.09	\$ 2,342,504.82	\$ 3,872,108.12
Add: Investments	\$ 49,478,200.73	\$ 20,356,927.00	\$ 1,715,078.98	\$ 83,623.33	\$ -	\$ 71,633,830.04
<b>TOTALS</b>	<b>\$ 50,419,569.02</b>	<b>\$ 20,782,048.92</b>	<b>\$ 1,715,078.98</b>	<b>\$ 246,736.42</b>	<b>\$ 2,342,504.82</b>	<b>\$ 75,505,938.16</b>

PERCENTAGE OF CURRENT YEAR REVENUES  
General Operating and Interest & Sinking

	<u>Total Levy</u> (Budgeted)	<u>1/31/2022</u>	<u>Percentage</u>
2020-21 Tax Collections			
Current	\$ 69,389,090	50,106,523.40	72.21%
Prior Yr. Delinquent	\$ 390,000	356,043.79	91.29%
Penalties	\$ 330,000	91,634.88	27.76%
2021-22 Tax Collections			
Current	\$ 75,995,371	63,293,968.83	83.28%
Prior Yr. Delinquent	\$ 390,000	196,636.95	50.41%
Penalties	\$ 330,000	61,542.09	18.64%
2020-21 Other Revenue	\$ 50,228,878	20,147,834.11	40.11%
2021-22 Other Revenue	\$ 52,912,256	18,567,809.45	35.09%
2020-21 Total Revenue	\$ 120,337,968	70,702,036.18	58.75%
2021-22 Total Revenue	\$ 129,627,627	82,119,957.41	63.35%

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT INVESTMENT PORTFOLIO

DATE	FUND	TYPE	DESCRIPTION	PUR.AMT.	MATURITY	RATE	YIELD	COST	PROJ. INT.	PAR
1/1/2022	G/O	POOL	TASB LONE STAR	\$19,578,837.81	1/31/2022	0.008	0.008	\$19,578,837.81	\$126.38	\$19,578,964.19
1/1/2022	G/O	POOL	TEX-POOL	\$981,497.07	1/31/2022	0.038	0.038	\$981,497.07	\$31.76	\$981,528.83
1/5/2022	G/O	POOL	TASB LONE STAR	\$ 19,139.00	1/31/2022	0.008	0.008	\$ 19,139.00	\$0.11	\$19,139.11
1/5/2022	G/O	POOL	TASB LONE STAR	\$ 1,626.82	1/31/2022	0.008	0.008	\$ 1,626.82	\$0.01	\$1,626.83
1/6/2022	G/O	POOL	TASB LONE STAR	\$ 14,748,368.49	1/31/2022	0.008	0.008	\$ 14,748,368.49	\$80.81	\$14,748,449.30
1/7/2022	G/O	POOL	TASB LONE STAR	\$ 2,232,335.18	1/31/2022	0.008	0.008	\$ 2,232,335.18	\$11.74	\$2,232,346.92
1/7/2022	G/O	POOL	TASB LONE STAR	\$ 413,871.00	1/31/2022	0.008	0.008	\$ 413,871.00	\$2.18	\$413,873.18
1/10/2022	G/O	POOL	TASB LONE STAR	-\$ 378,912.53	WITHDRAWAL			-\$ 378,912.53	\$0.00	-\$378,912.53
1/10/2022	G/O	POOL	TASB LONE STAR	-\$ 221,945.31	WITHDRAWAL			-\$ 221,945.31	\$0.00	-\$221,945.31
1/10/2022	G/O	POOL	TASB LONE STAR	\$ 364,292.03	1/31/2022	0.008	0.008	\$ 364,292.03	\$1.68	\$364,293.71
1/11/2022	G/O	POOL	TASB LONE STAR	\$ 845,146.01	1/31/2022	0.008	0.008	\$ 845,146.01	\$3.70	\$845,149.71
1/12/2022	G/O	POOL	TASB LONE STAR	\$ 1,836,742.41	1/31/2022	0.008	0.008	\$ 1,836,742.41	\$7.65	\$1,836,750.06
1/12/2022	G/O	POOL	TASB LONE STAR	-\$ 413,871.00	WITHDRAWAL			-\$ 413,871.00	\$0.00	-\$413,871.00
1/13/2022	G/O	POOL	TASB LONE STAR	\$ 451,921.00	1/31/2022	0.008	0.008	\$ 451,921.00	\$1.78	\$451,922.78
1/14/2022	G/O	POOL	TASB LONE STAR	-\$ 284,857.64	WITHDRAWAL			-\$ 284,857.64	\$0.00	-\$284,857.64
1/14/2022	G/O	POOL	TASB LONE STAR	\$ 472,447.96	1/31/2022	0.008	0.008	\$ 472,447.96	\$1.76	\$472,449.72
1/14/2022	G/O	POOL	TASB LONE STAR	-\$ 42,477.53	WITHDRAWAL			-\$ 42,477.53	\$0.00	-\$42,477.53
1/14/2022	G/O	POOL	TASB LONE STAR	-\$ 26,759.38	WITHDRAWAL			-\$ 26,759.38	\$0.00	-\$26,759.38
1/14/2022	G/O	POOL	TASB LONE STAR	-\$ 20,720.72	WITHDRAWAL			-\$ 20,720.72	\$0.00	-\$20,720.72
1/14/2022	G/O	POOL	TASB LONE STAR	-\$ 291,097.85	WITHDRAWAL			-\$ 291,097.85	\$0.00	-\$291,097.85
1/18/2022	G/O	POOL	TASB LONE STAR	-\$ 71,081.23	WITHDRAWAL			-\$ 71,081.23	\$0.00	-\$71,081.23
1/18/2022	G/O	POOL	TASB LONE STAR	\$ 458,192.35	1/31/2022	0.008	0.008	\$ 458,192.35	\$1.31	\$458,193.66
1/19/2022	G/O	POOL	TASB LONE STAR	\$ 316,216.72	1/31/2022	0.008	0.008	\$ 316,216.72	\$0.83	\$316,217.55
1/19/2022	G/O	POOL	TASB LONE STAR	\$ 4,440.00	1/31/2022	0.008	0.008	\$ 4,440.00	\$0.01	\$4,440.01
1/20/2022	G/O	POOL	TASB LONE STAR	\$ 330,019.89	1/31/2022	0.008	0.008	\$ 330,019.89	\$0.80	\$330,020.69
1/20/2022	G/O	POOL	TASB LONE STAR	\$ 284,221.00	1/31/2022	0.008	0.008	\$ 284,221.00	\$0.69	\$284,221.69
1/20/2022	G/O	POOL	TASB LONE STAR	\$ 741,276.32	1/31/2022	0.008	0.008	\$ 741,276.32	\$1.79	\$741,278.11
1/20/2022	G/O	POOL	TASB LONE STAR	\$ 611.28	1/31/2022	0.008	0.008	\$ 611.28	\$0.00	\$611.28
1/20/2022	G/O	POOL	TASB LONE STAR	\$ 18,068.73	1/31/2022	0.008	0.008	\$ 18,068.73	\$0.04	\$18,068.77
1/20/2022	G/O	POOL	TASB LONE STAR	\$ 57,407.92	1/31/2022	0.008	0.008	\$ 57,407.92	\$0.14	\$57,408.06
1/20/2022	G/O	POOL	TASB LONE STAR	\$ 50,056.58	1/31/2022	0.008	0.008	\$ 50,056.58	\$0.12	\$50,056.70
1/20/2022	G/O	POOL	TASB LONE STAR	\$ 2,156,039.09	1/31/2022	0.008	0.008	\$ 2,156,039.09	\$5.20	\$2,156,044.29
1/20/2022	G/O	POOL	TASB LONE STAR	\$ 7,202.12	1/31/2022	0.008	0.008	\$ 7,202.12	\$0.02	\$7,202.14
1/20/2022	G/O	POOL	TASB LONE STAR	\$ 139,229.98	1/31/2022	0.008	0.008	\$ 139,229.98	\$0.34	\$139,230.32
1/20/2022	G/O	POOL	TASB LONE STAR	-\$ 600,000.00	WITHDRAWAL			-\$ 600,000.00	\$0.00	-\$600,000.00
1/21/2022	G/O	POOL	TASB LONE STAR	\$ 907,725.35	1/31/2022	0.008	0.008	\$ 907,725.35	\$1.99	\$907,727.34
1/21/2022	G/O	POOL	TASB LONE STAR	-\$ 88,737.69	WITHDRAWAL			-\$ 88,737.69	\$0.00	-\$88,737.69
1/21/2022	G/O	POOL	TASB LONE STAR	-\$ 35,464.18	WITHDRAWAL			-\$ 35,464.18	\$0.00	-\$35,464.18
1/21/2022	G/O	POOL	TASB LONE STAR	-\$ 588,519.79	WITHDRAWAL			-\$ 588,519.79	\$0.00	-\$588,519.79
1/21/2022	G/O	POOL	TASB LONE STAR	-\$ 71,154.76	WITHDRAWAL			-\$ 71,154.76	\$0.00	-\$71,154.76
1/21/2022	G/O	POOL	TASB LONE STAR	-\$ 36,780.90	WITHDRAWAL			-\$ 36,780.90	\$0.00	-\$36,780.90
1/24/2022	G/O	POOL	TASB LONE STAR	-\$ 6,343,358.01	WITHDRAWAL			-\$ 6,343,358.01	\$0.00	-\$6,343,358.01
1/24/2022	G/O	POOL	TASB LONE STAR	\$ 372,868.54	1/31/2022	0.008	0.008	\$ 372,868.54	\$0.57	\$372,869.11

\*\*Pool interest calculated on a per month basis using month end balance.

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT INVESTMENT PORTFOLIO

DATE	FUND	TYPE	DESCRIPTION	PUR.AMT.	MATURITY	RATE	YIELD	COST	PROJ. INT.	PAR
1/25/2022	G/O	POOL	TASB LONE STAR	\$ 356,138.60	1/31/2022	0.008	0.008	\$ 356,138.60	\$0.47	\$356,139.07
1/25/2022	G/O	POOL	TASB LONE STAR	\$ 128,025.00	1/31/2022	0.008	0.008	\$ 128,025.00	\$0.17	\$128,025.17
1/26/2022	G/O	POOL	TASB LONE STAR	\$ 398,601.73	1/31/2022	0.008	0.008	\$ 398,601.73	\$0.44	\$398,602.17
1/27/2022	G/O	POOL	TASB LONE STAR	\$ 1,999,360.86	1/31/2022	0.008	0.008	\$ 1,999,360.86	\$1.75	\$1,999,362.61
1/28/2022	G/O	POOL	TASB LONE STAR	\$ 2,885,875.42	1/31/2022	0.008	0.008	\$ 2,885,875.42	\$1.90	\$2,885,877.32
1/28/2022	G/O	POOL	TASB LONE STAR	-\$ 76,379.98	WITHDRAWAL			-\$ 76,379.98	\$0.00	-\$76,379.98
1/28/2022	G/O	POOL	TASB LONE STAR	-\$ 20,370.92	WITHDRAWAL			-\$ 20,370.92	\$0.00	-\$20,370.92
1/28/2022	G/O	POOL	TASB LONE STAR	-\$ 54,918.64	WITHDRAWAL			-\$ 54,918.64	\$0.00	-\$54,918.64
1/28/2022	G/O	POOL	TASB LONE STAR	-\$ 117,507.77	WITHDRAWAL			-\$ 117,507.77	\$0.00	-\$117,507.77
1/28/2022	G/O	POOL	TASB LONE STAR	-\$ 330,000.00	WITHDRAWAL			-\$ 330,000.00	\$0.00	-\$330,000.00
1/28/2022	G/O	POOL	TASB LONE STAR	-\$ 32,051.83	WITHDRAWAL			-\$ 32,051.83	\$0.00	-\$32,051.83
1/28/2022	G/O	POOL	TASB LONE STAR	-\$ 47,502.30	WITHDRAWAL			-\$ 47,502.30	\$0.00	-\$47,502.30
1/31/2022	G/O	POOL	TASB LONE STAR	\$ 1,321,096.74	1/31/2022	0.008	0.008	\$ 1,321,096.74	\$0.00	\$1,321,096.74
1/31/2022	G/O	POOL	TASB LONE STAR	\$ 244.34	INTEREST			\$ 244.34	\$0.00	\$244.34
1/31/2022	G/O	POOL	TEX-POOL	\$ 31.30	INTEREST			\$ 31.30	\$0.00	\$31.30
2/1/2022	G/O	POOL	TASB LONE STAR	\$ 2,051,489.84	IN TRANSIT			\$ 2,051,489.84	\$0.00	\$2,051,489.84
2/2/2022	G/O	POOL	TASB LONE STAR	\$ 761,656.90	IN TRANSIT			\$ 761,656.90	\$0.00	\$761,656.90
2/3/2022	G/O	POOL	TASB LONE STAR	\$ 1,980,349.31	IN TRANSIT			\$ 1,980,349.31	\$0.00	\$1,980,349.31
			SUB-TOTAL:	\$ 49,478,200.73				\$ 49,478,200.73		
1/1/2022	I&S	POOL	TASB-LONE STAR	\$6,330,426.10	**1/31/2022	0.008	0.008	\$6,330,426.10	\$43.01	\$6,330,469.11
1/6/2022	I&S	POOL	TASB-LONE STAR	\$ 5,895,937.43	**1/31/2022	0.008	0.008	\$ 5,895,937.43	\$32.31	\$5,895,969.74
1/7/2022	I&S	POOL	TASB-LONE STAR	\$ 892,417.51	**1/31/2022	0.008	0.008	\$ 892,417.51	\$4.99	\$892,422.20
1/10/2022	I&S	POOL	TASB-LONE STAR	\$ 145,628.55	**1/31/2022	0.008	0.008	\$ 145,628.55	\$0.67	\$145,629.22
1/11/2022	I&S	POOL	TASB-LONE STAR	\$ 337,870.62	**1/31/2022	0.008	0.008	\$ 337,870.62	\$1.48	\$337,872.10
1/12/2022	I&S	POOL	TASB-LONE STAR	\$ 734,132.18	**1/31/2022	0.008	0.008	\$ 734,132.18	\$3.06	\$734,135.24
1/13/2022	I&S	POOL	TASB-LONE STAR	\$ 180,662.54	**1/31/2022	0.008	0.008	\$ 180,662.54	\$0.71	\$180,663.25
1/14/2022	I&S	POOL	TASB-LONE STAR	\$ 189,962.27	**1/31/2022	0.008	0.008	\$ 189,962.27	\$0.71	\$189,962.98
1/18/2022	I&S	POOL	TASB-LONE STAR	\$ 183,158.40	**1/31/2022	0.008	0.008	\$ 183,158.40	\$0.52	\$183,158.92
1/19/2022	I&S	POOL	TASB-LONE STAR	\$ 126,422.94	**1/31/2022	0.008	0.008	\$ 126,422.94	\$0.33	\$126,423.27
1/20/2022	I&S	POOL	TASB-LONE STAR	\$ 131,746.74	**1/31/2022	0.008	0.008	\$ 131,746.74	\$0.32	\$131,747.06
1/21/2022	I&S	POOL	TASB-LONE STAR	\$ 362,830.55	**1/31/2022	0.008	0.008	\$ 362,830.55	\$0.80	\$362,831.35
1/24/2022	I&S	POOL	TASB-LONE STAR	\$ 149,049.39	**1/31/2022	0.008	0.008	\$ 149,049.39	\$0.23	\$149,049.62
1/25/2022	I&S	POOL	TASB-LONE STAR	\$ 142,373.06	**1/31/2022	0.008	0.008	\$ 142,373.06	\$0.19	\$142,373.25
1/26/2022	I&S	POOL	TASB-LONE STAR	\$ 159,171.17	**1/31/2022	0.008	0.008	\$ 159,171.17	\$0.17	\$159,171.34
1/27/2022	I&S	POOL	TASB-LONE STAR	\$ 799,261.56	**1/31/2022	0.008	0.008	\$ 799,261.56	\$0.70	\$799,262.26
1/28/2022	I&S	POOL	TASB-LONE STAR	\$ 1,153,201.39	**1/31/2022	0.008	0.008	\$ 1,153,201.39	\$0.76	\$1,153,202.15
1/31/2022	I&S	POOL	TASB-LONE STAR	\$ 527,916.76	**1/31/2022	0.008	0.008	\$ 527,916.76	\$0.00	\$527,916.76
1/31/2022	I&S	POOL	TASB-LONE STAR	\$ 94.01	INTEREST			\$ 94.01	\$0.00	\$94.01
2/1/2022	I&S	POOL	TASB-LONE STAR	\$ 820,464.32	IN TRANSIT			\$ 820,464.32	\$0.00	\$820,464.32

\*\*Pool interest calculated on a per month basis using month end balance.

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT INVESTMENT PORTFOLIO

DATE	FUND	TYPE	DESCRIPTION	PUR.AMT.	MATURITY	RATE	YIELD/COST	PROJ. INT.	PAR
2/2/2022	I&S	POOL	TASB-LONE STAR	\$ 302,490.12	IN TRANSIT		\$ 302,490.12	\$0.00	
2/3/2022	I&S	POOL	TASB-LONE STAR	\$ 791,709.39	IN TRANSIT		\$ 791,709.39	\$0.00	
			SUB-TOTAL:	\$20,356,927.00			\$20,356,927.00		\$20,356,927.00
1/1/2022	QSCB	POOL	TASB-LONE STAR	\$1,715,067.94	**1/31/2022	0.008	\$1,715,067.94	\$11.65	\$1,715,079.59
1/31/2022	QSCB	POOL	TASB-LONE STAR	\$11.04	INTEREST		\$11.04	\$0.00	\$11.04
			SUB-TOTAL:	\$1,715,078.98			\$1,715,078.98		
1/1/2022	BLDG.	POOL	TASB-LONE STAR	\$83,622.79	**01/31/22	0.008	\$83,622.79	\$0.57	\$83,623.36
1/31/2022	BLDG.	POOL	TASB-LONE STAR	\$0.54	INTEREST		\$0.54		
			TASB-LONE STAR	\$83,623.33			\$83,623.33		
			TOTAL INVESTED:	\$71,633,830.04					
			total does not include						
			scholarship investments						
1/1/2022	SCH.	POOL-PLUS	TASB-LONE STAR	\$862,319.38	**1/31/2022	0.122	\$862,319.38	\$89.50	\$862,408.88
1/31/2022	SCH.	POOL-PLUS	TASB-LONE STAR	\$89.50	interest		\$89.50		
			SCHOLARSHIP TOTAL:	\$862,408.88			\$862,408.88		
THEREBY CERTIFY THAT THIS IS A TRUE AND CORRECT SUMMARY OF THE DISTRICT'S INVESTMENTS AS OF 1/31/2022.									
INVESTMENTS REPRESENTED IN THIS REPORT ARE IN COMPLIANCE WITH THE ADOPTED WISD INVESTMENT STRATEGY AND POLICY.									
RYAN KAHLDEN, ASST. SUP. FOR BUSINESS & FINANCE				WENDY ROSS, DIRECTOR OF ACCOUNTING					

\*\*Pool interest calculated on a per month basis using month end balance.

FC OBJ	2021-22		2021-22		2021-22		2021-22	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget	Unencumbered Balance	FYTD	Balance	FYTD
00 LOCAL/INTER. SOURCES	45,851,149.62	0.00	55,738,292	55,738,292	9,887,142.38	82.26	9,887,142.38	82.26
00 STATE PROGRAM REV.	17,317,325.56	0.00	50,255,468	50,255,468	32,938,142.44	34.46	32,938,142.44	34.46
00 FEDERAL PROG. REV.	145,236.96	0.00	1,500,000	1,500,000	1,354,763.04	9.68	1,354,763.04	9.68
00 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00	0.00	0.00
00 OTHER RESOURCES	394,509.35	0.00	0	0	-394,509.35	0.00	-394,509.35	0.00
00 gen	63,708,221.49	0.00	107,493,760	107,493,760	43,785,538.51	59.27	43,785,538.51	59.27
-- Revenue	63,708,221.49	0.00	107,493,760	107,493,760	43,785,538.51	59.27	43,785,538.51	59.27
00	2,076.25	0.00	0	0	-2,076.25	0.00	-2,076.25	0.00
00 PAYROLL COSTS	163.55	0.00	0	0	-163.55	0.00	-163.55	0.00
00 OTHER OPERATING EXP.	0.00	0.00	0	0	0.00	0.00	0.00	0.00
00	0.00	0.00	0	0	0.00	0.00	0.00	0.00
00 gen	2,239.80	0.00	0	0	-2,239.80	0.00	-2,239.80	0.00
11 PAYROLL COSTS	23,594,712.85	0.00	60,761,709	60,761,709	37,166,996.15	38.83	37,166,996.15	38.83
11 PRO./CONTRACTED SVC.	298,582.67	29,950.39	1,258,080	1,240,600	912,066.94	26.48	912,066.94	26.48
11 SUPPLIES	891,076.90	190,399.16	1,699,731	1,755,040	673,563.94	61.62	673,563.94	61.62
11 OTHER OPERATING EXP.	43,703.72	33,252.84	410,488	369,002	292,045.44	20.86	292,045.44	20.86
11 CAPITAL PROJECTS	0.00	0.00	16,499	16,499	16,499.00	0.00	16,499.00	0.00
11 INSTRUCTION	24,828,076.14	253,602.39	64,146,507	64,142,850	39,061,171.47	39.10	39,061,171.47	39.10
12 PAYROLL COSTS	491,847.90	0.00	1,234,897	1,234,897	743,049.10	39.83	743,049.10	39.83
12 PRO./CONTRACTED SVC.	2,806.91	0.00	24,100	26,268	23,461.09	10.69	23,461.09	10.69
12 SUPPLIES	28,756.00	33,773.34	120,700	118,532	56,002.66	52.75	56,002.66	52.75
12 OTHER OPERATING EXP.	539.03	1,100.00	4,400	4,400	2,760.97	37.25	2,760.97	37.25
12 CAPITAL PROJECTS	0.00	0.00	0	0	0.00	0.00	0.00	0.00
12 INST. RESOURCES & ME	523,949.84	34,873.34	1,384,097	1,384,097	825,273.82	40.37	825,273.82	40.37
13 PAYROLL COSTS	563,289.06	0.00	1,407,731	1,407,731	844,441.94	40.01	844,441.94	40.01
13 PRO./CONTRACTED SVC.	32,157.58	0.00	46,090	47,590	15,432.42	67.57	15,432.42	67.57
13 SUPPLIES	20,082.52	11,068.62	53,090	51,440	20,288.86	60.56	20,288.86	60.56
13 OTHER OPERATING EXP.	58,956.50	15,938.63	156,143	160,593	85,697.87	46.64	85,697.87	46.64
13 CURRICULUM DEV.& INS	674,485.66	27,007.25	1,663,054	1,667,354	965,861.09	42.07	965,861.09	42.07
21 PAYROLL COSTS	1,081,432.04	0.00	2,567,293	2,568,793	1,487,360.96	42.10	1,487,360.96	42.10
21 PRO./CONTRACTED SVC.	1,115.56	300.00	4,800	4,800	3,384.44	29.49	3,384.44	29.49
21 SUPPLIES	5,492.33	2,967.04	39,200	39,500	31,040.63	21.42	31,040.63	21.42
21 OTHER OPERATING EXP.	14,627.55	5,299.31	44,858	43,058	23,131.14	46.28	23,131.14	46.28
21 INSTRUCTIONAL LEADER	1,102,667.48	8,566.35	2,656,151	2,656,151	1,544,917.17	41.84	1,544,917.17	41.84

FC OBJ	2021-22 FYTD Activity	Encumbered Amount	2021-22 Original Budget	2021-22 Revised Budget	Unencumbered Balance	2021-22 FYTD %
23 PAYROLL COSTS	2,502,951.30	0.00	6,156,256	6,154,856	3,651,904.70	40.67
23 PRO./CONTRACTED SVC.	2,334.02	0.00	6,000	6,000	3,665.98	38.90
23 SUPPLIES	14,940.13	8,112.58	93,487	93,257	70,204.29	24.72
23 OTHER OPERATING EXP.	11,315.22	3,510.71	83,870	86,657	71,831.07	17.11
23 SCHOOL LEADERSHIP	2,531,540.67	11,623.29	6,339,613	6,340,770	3,797,606.04	40.11
31 PAYROLL COSTS	1,217,900.22	0.00	2,852,710	2,852,710	1,634,809.78	42.69
31 PRO./CONTRACTED SVC.	0.00	0.00	0	0	0.00	0.00
31 SUPPLIES	8,393.10	1,336.29	50,290	50,090	40,360.61	19.42
31 OTHER OPERATING EXP.	2,319.44	891.84	13,120	14,520	11,308.72	22.12
31 GUIDANCE & COUNSELIN	1,228,612.76	2,228.13	2,916,120	2,917,320	1,686,479.11	42.19
32 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00
32 PRO./CONTRACTED SVC.	0.00	0.00	0	0	0.00	0.00
32 OTHER OPERATING EXP.	0.00	0.00	0	0	0.00	0.00
32 SOCIAL WORK SERVICES	0.00	0.00	0	0	0.00	0.00
33 PAYROLL COSTS	529,308.12	0.00	1,281,623	1,281,623	752,314.88	41.30
33 PRO./CONTRACTED SVC.	12,790.60	0.00	5,000	5,000	-7,790.60	255.81
33 SUPPLIES	27,793.00	779.71	31,425	31,425	2,852.29	90.92
33 OTHER OPERATING EXP.	810.38	0.00	6,850	6,850	6,039.62	11.83
33 DEET SERVICE	0.00	0.00	0	0	0.00	0.00
33 HEALTH SERVICES	570,702.10	779.71	1,324,898	1,324,898	753,416.19	43.13
34 PAYROLL COSTS	1,130,163.23	0.00	2,472,358	2,472,358	1,342,194.77	45.71
34 PRO./CONTRACTED SVC.	31,384.52	18,099.41	110,200	100,200	50,716.07	49.39
34 SUPPLIES	223,703.38	64,258.48	352,150	367,800	79,838.14	78.29
34 OTHER OPERATING EXP.	77,948.07	2,835.00	88,167	88,167	7,383.93	91.63
34 CAPITAL PROJECTS	50,849.30	329,550.00	336,050	380,400	0.70	100.00
34 PUPIL TRANSPORTATION	1,514,048.50	414,742.89	3,358,925	3,408,925	1,480,133.61	56.58
35 PAYROLL COSTS	24,676.99	0.00	0	0	-24,676.99	0.00
35 OTHER OPERATING EXP.	0.00	0.00	0	0	0.00	0.00
35 CAPITAL PROJECTS	0.00	0.00	100,000	100,000	100,000.00	0.00
35 FOOD SERVICES	24,676.99	0.00	100,000	100,000	75,323.01	24.68
36 PAYROLL COSTS	1,279,567.49	0.00	3,281,361	3,281,361	2,001,793.51	39.00
36 PRO./CONTRACTED SVC.	127,418.46	6,124.13	219,689	221,065	87,522.41	60.41
36 SUPPLIES	112,958.80	43,217.44	300,232	360,206	204,029.76	43.36
36 OTHER OPERATING EXP.	331,645.40	40,456.90	663,585	652,235	280,132.70	57.05

FC OBJ	2021-22		2021-22		2021-22		2021-22	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget	Unencumbered Balance	FYTD %		
36 CAPITAL PROJECTS	0.00	0.00	0	0	0.00	0.00		
36 COCURR./EXTRACURR-AC	1,851,590.15	89,798.47	4,464,867	4,514,867	2,573,478.38	43.00		
41 PAYROLL COSTS	1,045,889.90	0.00	2,392,297	2,392,297	1,346,407.10	43.72		
41 PRO./CONTRACTED SVC.	200,833.51	21,991.68	460,878	502,878	280,052.81	44.31		
41 SUPPLIES	23,363.88	7,294.38	103,607	91,607	60,948.74	33.47		
41 OTHER OPERATING EXP.	112,903.37	11,931.96	408,485	418,485	293,649.67	29.83		
41 CAPITAL PROJECTS	0.00	0.00	7,000	7,000	7,000.00	0.00		
41 GENERAL ADMINISTRATI	1,382,990.66	41,218.02	3,372,267	3,412,267	1,988,058.32	41.74		
51 PAYROLL COSTS	2,209,989.97	0.00	5,129,635	5,129,635	2,919,645.03	43.08		
51 PRO./CONTRACTED SVC.	1,323,567.82	81,631.08	2,370,199	2,405,199	1,000,000.10	58.42		
51 SUPPLIES	390,804.47	116,078.81	737,068	735,658	228,774.72	68.90		
51 OTHER OPERATING EXP.	859,118.31	2,321.90	808,000	808,000	-53,440.21	106.61		
51 CAPITAL PROJECTS	36,047.00	11,327.98	261,972	228,382	181,007.02	20.74		
51 PLANT MAINTENANCE &	4,819,527.57	211,359.77	9,306,874	9,306,874	4,275,986.66	54.06		
52 PAYROLL COSTS	539,139.35	0.00	1,209,497	1,209,497	670,357.65	44.58		
52 PRO./CONTRACTED SVC.	15,813.85	10,750.00	527,643	448,668	422,104.15	5.92		
52 SUPPLIES	11,893.37	3,352.51	26,555	24,830	9,584.12	61.40		
52 OTHER OPERATING EXP.	1,885.76	1,293.12	5,610	6,310	3,131.12	50.38		
52 CAPITAL PROJECTS	0.00	79,981.69	0	80,000	18.31	99.98		
52 SECURITY & MONITORIN	568,732.33	95,377.32	1,769,305	1,769,305	1,105,195.35	37.54		
53 PAYROLL COSTS	366,895.28	0.00	880,449	880,449	513,553.72	41.67		
53 PRO./CONTRACTED SVC.	367,258.64	7,107.75	556,613	552,863	178,496.61	67.71		
53 SUPPLIES	243,788.41	33,409.10	392,383	396,133	118,935.49	69.98		
53 OTHER OPERATING EXP.	9,039.15	767.39	14,833	14,833	5,026.46	66.11		
53 CAPITAL PROJECTS	534,123.80	70,864.40	45,000	650,000	45,011.80	93.08		
53 DATA PROCESSING SERV	1,521,105.28	112,148.64	1,889,278	2,494,278	861,024.08	65.48		
61 PAYROLL COSTS	91,252.46	0.00	233,874	233,874	142,621.54	39.02		
61 PRO./CONTRACTED SVC.	0.00	0.00	1,781	1,781	1,781.00	0.00		
61 SUPPLIES	1,746.01	473.50	15,241	14,741	12,521.49	15.06		
61 OTHER OPERATING EXP.	4,267.29	3,584.15	10,908	11,408	3,556.56	68.82		
61 COMMUNITY SERVICES	97,265.76	4,057.65	261,804	261,804	160,480.59	38.70		
71 DEBT SERVICE	0.00	0.00	0	0	0.00	0.00		
71 DEBT SERVICES	0.00	0.00	0	0	0.00	0.00		

FC OBJ	2021-22 FYTD Activity	Encumbered Amount	2021-22 Original Budget	2021-22 Revised Budget	Unencumbered Balance	2021-22 FYTD %
81 PRO./CONTRACTED SVC.	0.00	0.00	0	0	0.00	0.00
81 SUPPLIES	0.00	0.00	0	0	0.00	0.00
81 CAPITAL PROJECTS	159,602.00	474,344.00	1,940,000	2,595,000	1,961,054.00	24.43
81 FACILITIES ACQ. & CO	159,602.00	474,344.00	1,940,000	2,595,000	1,961,054.00	24.43
91 PRO./CONTRACTED SVC.	0.00	0.00	0	0	0.00	0.00
91 CONT. INST. SVCS. PUBL	0.00	0.00	0	0	0.00	0.00
95 PRO./CONTRACTED SVC.	21,534.00	0.00	15,000	15,000	-6,534.00	143.56
95 PYMTS. TO JJAEP PROGR	21,534.00	0.00	15,000	15,000	-6,534.00	143.56
99 PRO./CONTRACTED SVC.	573,247.96	0.00	585,000	585,000	11,752.04	97.99
99 OTHER OPERATING EXP.	0.00	0.00	0	0	0.00	0.00
99 Other Governmental C	573,247.96	0.00	585,000	585,000	11,752.04	97.99
-- Expense	43,996,595.65	1,781,727.22	107,493,760	108,896,760	63,118,437.13	42.04
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80 Grand Revenue Totals	63,708,221.49	0.00	107,493,760	107,493,760	43,785,538.51	59.27
Grand Expense Totals	43,996,595.65	1,781,727.22	107,493,760	108,896,760	63,118,437.13	42.04
Grand Totals	19,711,625.84	1,781,727.22	0	1,403,000	19,332,898.62	-1,404.96
	Profit	Loss		Loss		

Number of Accounts: 12963

\*\*\*\*\* End of report \*\*\*\*\*

FC OBJ	2021-22		2021-22		2021-22 Comment	2021-22		Unencumbered Balance	2021-22	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget		Balance	FYTD			
00 LOCAL/INTER. SOURCES	6,555.00	0.00	0.00	0.00		-6,555.00	0.00			
00 STATE PROGRAM REV.	99,565.80	0.00	60,284.00	1,132,151.00		1,032,585.20	8.79			
00 FEDERAL PROG. REV.	3,476,313.86	0.00	3,222,816.00	14,708,444.00		11,232,130.14	23.63			
00 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00			
00 OTHER RESOURCES	0.00	0.00	0.00	0.00		0.00	0.00			
00 gen	3,582,434.66	0.00	3,283,100.00	15,840,595.00		12,258,160.34	22.62			
-- Revenue	3,582,434.66	0.00	3,283,100.00	15,840,595.00		12,258,160.34	22.62			
00 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00			
00 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00			
00 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00			
00	0.00	0.00	0.00	0.00		0.00	0.00			
00 gen	0.00	0.00	0.00	0.00		0.00	0.00			
11 PAYROLL COSTS	2,011,256.21	0.00	856,814.00	6,233,723.00		4,222,466.79	32.26			
11 PRO./CONTRACTED SVC.	293,020.90	776,768.93	260,305.00	1,936,649.00		866,859.17	15.13			
11 SUPPLIES	972,210.53	87,386.03	441,917.00	4,386,768.00		3,327,169.44	22.16			
01 OTHER OPERATING EXP.	16,364.83	3,639.42	53,078.00	154,805.00		134,800.75	10.57			
11 CAPITAL PROJECTS	0.00	36,300.00	35,900.00	36,300.00		0.00	0.00			
11 INSTRUCTION	3,292,852.47	904,096.38	1,648,014.00	12,748,245.00		8,551,296.15	25.83			
12 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00			
12 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00			
12 CAPITAL PROJECTS	0.00	0.00	0.00	0.00		0.00	0.00			
12 INST. RESOURCES & ME.	0.00	0.00	0.00	0.00		0.00	0.00			
13 PAYROLL COSTS	78,559.41	0.00	267,894.00	217,894.00		139,334.59	36.05			
13 PRO./CONTRACTED SVC.	90,874.99	7,200.00	186,500.00	208,040.00		109,965.01	43.68			
13 SUPPLIES	49,062.60	0.00	20,000.00	139,363.00		90,300.40	35.20			
13 OTHER OPERATING EXP.	92,818.81	8,555.12	122,285.00	232,285.00		130,911.07	39.96			
13 CURRICULUM DEV. & INS	311,315.81	15,755.12	596,679.00	797,582.00		470,511.07	39.03			
21 PAYROLL COSTS	7,202.12	0.00	0.00	23,332.00		16,129.88	30.87			
21 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00			
21 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00			
21 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00		0.00	0.00			
21 INSTRUCTIONAL LEADER	7,202.12	0.00	0.00	23,332.00		16,129.88	30.87			
23 PAYROLL COSTS	64,387.83	0.00	93,836.00	121,164.00		56,776.17	53.14			

FC OBJ	2021-22 FYTD ACTIVITY	Encumbered Amount	2021-22 Original Budget	2021-22 Revised Budget	2021-22 Comment	Unencumbered Balance	2021-22 FYTD
23 PRO./CONTRACTED SVC.	7,136.85	0.00	0.00	21,779.00		14,642.15	32.77
23 SUPPLIES	3,525.30	0.00	0.00	15,706.00		12,180.70	22.45
23 OTHER OPERATING EXP.	2,283.55	200.00	0.00	25,450.00		22,966.45	8.97
23 SCHOOL LEADERSHIP	77,333.53	200.00	93,836.00	184,099.00		106,565.47	42.01
31 PAYROLL COSTS	621,427.13	0.00	1,605,004.00	1,532,760.00		911,332.87	40.54
31 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00
31 SUPPLIES	20,737.42	1,930.42	50,000.00	53,322.00		30,654.16	38.89
31 OTHER OPERATING EXP.	1,800.00	0.00	5,000.00	5,000.00		3,200.00	36.00
31 CAPITAL PROJECTS	0.00	0.00	0.00	0.00		0.00	0.00
31 GUIDANCE & COUNSELIN	643,964.55	1,930.42	1,660,004.00	1,591,062.00		945,187.03	40.47
32 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00
32 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00		0.00	0.00
32 SOCIAL WORK SERVICES	0.00	0.00	0.00	0.00		0.00	0.00
33 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00
33 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00
33 HEALTH SERVICES	0.00	0.00	0.00	0.00		0.00	0.00
34 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00
34 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00
34 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00		0.00	0.00
34 CAPITAL PROJECTS	0.00	0.00	0.00	0.00		0.00	0.00
34 PUPIL TRANSPORTATION	0.00	0.00	0.00	0.00		0.00	0.00
35 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00
35 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00
35 FOOD SERVICES	0.00	0.00	0.00	0.00		0.00	0.00
36 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00
36 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00
36 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00
36 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00		0.00	0.00
36 COCURR./EXTRACURR.AC	0.00	0.00	0.00	0.00		0.00	0.00
41 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00
41 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00		0.00	0.00
41 GENERAL ADMINISTRATI	0.00	0.00	0.00	0.00		0.00	0.00

FC OBJ	2021-22		Encumbered		2021-22		2021-22		2021-22	
	FYTD Activity	Amount	Original Budget	Revised Budget	Comment	Balance	FYTD	Unencumbered	FYTD	
51 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
51 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
51 CAPITAL PROJECTS	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
51 PLANT MAINTENANCE &	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
52 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
52 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
52 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
52 CAPITAL PROJECTS	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
52 SECURITY & MONITORIN	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
53 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
53 DATA PROCESSING SERV	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
61 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
61 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
61 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
61 COMMUNITY SERVICES	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
71 DEBT SERVICE	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
71 DEBT SERVICES	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
81 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
81 CAPITAL PROJECTS	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
81 FACILITIES ACO. & CO	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	
-- Expense	4,332,668.48	921,981.92	3,998,533.00	15,344,340.00		10,089,689.60	28.24			
Grand Revenue Totals	3,582,434.66	0.00	3,283,100.00	15,840,595.00		12,258,160.34	22.62			
Grand Expense Totals	4,332,668.48	921,981.92	3,998,533.00	15,344,340.00		10,089,689.60	28.24			
Grand Totals	750,233.82	921,981.92	715,433.00	496,255.00		2,168,470.74	151.18-			
	Loss	Loss	Loss	Profit		Profit				

Number of Accounts: 11201

\*\*\*\*\* End of report \*\*\*\*\*

FC OBJ	2021-22		2021-22		2021-22		2021-22	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget	Unencumbered Balance	FYTD A		
00 LOCAL/INTER. SOURCES	18,145,981.92	0.00	21,824,079	21,824,079	3,678,097.08	83.15		
00 STATE PROGRAM REV.	265,754.00	0.00	209,788	209,788	-55,966.00	126.68		
00 FEDERAL PROG. REV.	0.00	0.00	100,000	100,000	100,000.00	0.00		
00 OTHER RESOURCES	0.00	0.00	0	0	0.00	0.00		
00 gen	18,411,735.92	0.00	22,133,867	22,133,867	3,722,131.08	83.18		
-- Revenue	18,411,735.92	0.00	22,133,867	22,133,867	3,722,131.08	83.18		
00 DEBT SERVICE	0.00	0.00	0	0	0.00	0.00		
00	0.00	0.00	0	0	0.00	0.00		
00 gen	0.00	0.00	0	0	0.00	0.00		
71 DEBT SERVICE	0.00	0.00	22,346,477	22,346,477	22,346,477.00	0.00		
71 DEBT SERVICES	0.00	0.00	22,346,477	22,346,477	22,346,477.00	0.00		
-- Expense	0.00	0.00	22,346,477	22,346,477	22,346,477.00	0.00		
Grand Revenue Totals	18,411,735.92	0.00	22,133,867	22,133,867	3,722,131.08	83.18		
Grand Expense Totals	0.00	0.00	22,346,477	22,346,477	22,346,477.00	0.00		
Grand Totals	18,411,735.92	0.00	212,610	212,610	18,624,345.92	-8,659.86		
		Profit		Less				
				Less				

84

Number of Accounts: 28

\*\*\*\*\* End of report \*\*\*\*\*

FC OBJ	2021-22		2021-22		2021-22 Comment	2021-22	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget		Unencumbered Balance	FYTD
00 LOCAL/INTER. SOURCES	33.36	0.00	0	0		-33.36	0.00
00 STATE PROGRAM REV.	0.00	0.00	6,371	6,371		6,371.00	0.00
00 OTHER RESOURCES	0.00	0.00	0	0		0.00	0.00
00 gen	33.36	0.00	6,371	6,371		6,337.64	0.52
-- Revenue	33.36	0.00	6,371	6,371		6,337.64	0.52
00	0.00	0.00	0	0		0.00	0.00
00 gen	0.00	0.00	0	0		0.00	0.00
11 PAYROLL COSTS	0.00	0.00	0	0		0.00	0.00
11 SUPPLIES	69,428.33	0.00	0	0		-69,428.33	0.00
11 CAPITAL PROJECTS	0.00	0.00	0	0		0.00	0.00
11 INSTRUCTION	69,428.33	0.00	0	0		-69,428.33	0.00
12 SUPPLIES	53,508.74	72,088.48	0	0		-125,597.22	0.00
12 CAPITAL PROJECTS	0.00	0.00	0	0		0.00	0.00
12 INST. RESOURCES & ME	53,508.74	72,088.48	0	0		-125,597.22	0.00
35 SUPPLIES	0.00	0.00	0	0		0.00	0.00
35 FOOD SERVICES	0.00	0.00	0	0		0.00	0.00
36 SUPPLIES	0.00	0.00	0	0		0.00	0.00
36 CAPITAL PROJECTS	0.00	0.00	0	0		0.00	0.00
36 COCURR./EXTRACURR.AC	0.00	0.00	0	0		0.00	0.00
51 PRO./CONTRACTED SVC.	0.00	0.00	0	0		0.00	0.00
51 SUPPLIES	0.00	0.00	0	0		0.00	0.00
51 CAPITAL PROJECTS	0.00	0.00	0	0		0.00	0.00
51 PLANT MAINTENANCE &	0.00	0.00	0	0		0.00	0.00
52 PRO./CONTRACTED SVC.	0.00	0.00	0	0		0.00	0.00
52 SUPPLIES	0.00	0.00	0	0		0.00	0.00
52 CAPITAL PROJECTS	0.00	0.00	0	0		0.00	0.00
52 SECURITY & MONITORIN	0.00	0.00	0	0		0.00	0.00
71 DEBT SERVICE	0.00	0.00	0	0		0.00	0.00
71 DEBT SERVICES	0.00	0.00	0	0		0.00	0.00
81 PAYROLL COSTS	0.00	0.00	82,419	82,419		82,419.00	0.00

FC OBJ	2021-22		2021-22		2021-22 Comment	Unencumbered Balance	2021-22 FYTD %
	FYTD Activity	Amount	Original Budget	Revised Budget			
81 PRO./CONTRACTED SVC.	0.00	0.00	0	0		0.00	0.00
81 SUPPLIES	0.00	0.00	0	0		0.00	0.00
81 OTHER OPERATING EXP.	0.00	0.00	0	0		0.00	0.00
81 CAPITAL PROJECTS	0.00	157,375.00	0	160,000		2,625.00	0.00
81 FACILITIES ACQ. & CO	0.00	157,375.00	82,419	242,419		85,044.00	0.00
-- Expense	122,937.07	229,463.48	82,419	242,419		-109,981.55	50.71
Grand Revenue Totals	33.36	0.00	6,371	6,371		6,337.64	0.52
Grand Expense Totals	122,937.07	229,463.48	82,419	242,419		-109,981.55	50.71
Grand Totals	122,903.71	229,463.48	76,048	236,048		116,319.19	52.07
	Loss	Loss	Loss	Loss		Profit	

Number of Accounts: 227

\*\*\*\*\* End of report \*\*\*\*\*

FC OBJ	2021-22		2021-22		2021-22		Unencumbered Balance	2021-22 FYTD #
	FYTD Activity	Amount	Original Budget	Revised Budget	Balance			
00 LOCAL/INTER. SOURCES	689,008.67	0.00	1,000,516	1,000,516	311,507.33	68.87		
00 STATE PROGRAM REV.	12,904.64	0.00	207,502	207,502	194,597.36	6.22		
00 FEDERAL PROG. REV.	0.00	0.00	0	0	0.00	0.00		
00 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00		
00 OTHER RESOURCES	2,283,248.06	0.00	4,097,764	4,097,764	1,814,515.94	55.72		
00 gen	2,985,161.37	0.00	5,305,782	5,305,782	2,320,620.63	56.26		
-- Revenue	2,985,161.37	0.00	5,305,782	5,305,782	2,320,620.63	56.26		
00	0.00	0.00	0	0	0.00	0.00		
00 gen	0.00	0.00	0	0	0.00	0.00		
11 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00		
11 INSTRUCTION	0.00	0.00	0	0	0.00	0.00		
35 PAYROLL COSTS	922,922.10	0.00	2,291,845	2,291,845	1,368,922.90	40.27		
35 PRO./CONTRACTED SVC.	638.51	0.00	6,000	5,250	4,611.49	12.16		
35 SUPPLIES	1,233,388.09	352,821.66	2,426,090	2,476,840	890,630.25	64.04		
35 OTHER OPERATING EXP.	1,409.06	0.00	4,000	4,000	2,590.94	35.23		
35 CAPITAL PROJECTS	0.00	28,783.00	50,000	0	-28,783.00	0.00		
35 FOOD SERVICES	2,158,357.76	381,604.66	4,777,935	4,777,935	2,237,972.58	53.16		
51 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00		
51 PRO./CONTRACTED SVC.	0.00	0.00	88,500	88,500	88,500.00	0.00		
51 PLANT MAINTENANCE &	0.00	0.00	88,500	88,500	88,500.00	0.00		
61 PAYROLL COSTS	186,969.68	0.00	473,841	473,841	286,871.32	39.46		
61 PRO./CONTRACTED SVC.	2,808.31	0.00	13,421	13,421	10,612.69	20.92		
61 SUPPLIES	13,271.96	5,630.34	25,700	25,700	6,797.70	73.55		
61 OTHER OPERATING EXP.	251.43	0.00	3,012	3,012	2,760.57	8.35		
61 CAPITAL PROJECTS	0.00	0.00	0	0	0.00	0.00		
61 COMMUNITY SERVICES	203,301.38	5,630.34	515,974	515,974	307,042.28	40.49		
81 CAPITAL PROJECTS	0.00	0.00	0	0	0.00	0.00		
81 FACILITIES ACQ. & CO	0.00	0.00	0	0	0.00	0.00		
-- Expense	2,361,659.14	387,235.00	5,382,409	5,382,409	2,633,514.86	51.07		
Grand Revenue Totals	2,985,161.37	0.00	5,305,782	5,305,782	2,320,620.63	56.26		

FC	OBJ	2021-22 FYTD Activity	Encumbered Amount	2021-22 Original Budget	2021-22 Revised Budget	Unencumbered Balance	2021-22 FYTD *
	Grand Expense Totals	2,361,659.14	387,235.00	5,382,409	5,382,409	2,633,514.86	51.07
	Grand Totals	623,502.23	387,235.00	76,627	76,627	312,894.23	-813.68
		Profit	Loss	Loss	Loss	Loss	

Number of Accounts: 981

\*\*\*\*\* End of report \*\*\*\*\*

**WAXAHACHIE ISD SUMMARY OF ACTIVITY AS OF JANUARY 2022**

<b>GENERAL FUND</b>	<b>YTD ACTUAL</b>	<b>ORIGINAL BUDGET</b>	<b>REVISED BUDGET</b>	<b>YTD %</b>	<b>PRIOR YTD %</b>
REVENUES	63,708,221.49	107,493,760	107,493,760	59.27%	56.09%
EXPENDITURES	43,996,595.65	107,493,760	108,896,760	40.40%	38.71%
<b>SPECIAL PROGRAMS</b>					
REVENUES	3,582,434.66	3,283,100	15,840,595	22.61%	20.72%
EXPENDITURES	4,332,668.48	3,998,533	15,344,340	28.23%	27.19%
<b>INTEREST &amp; SINKING</b>					
REVENUES	18,411,735.92	22,133,867	22,133,867	83.18%	71.97%
EXPENDITURES	0.00	22,346,477	22,346,477	0.00%	0.00%
<b>CAPITAL PROJECTS</b>					
REVENUES	33.36	6,371	6,371	0.52%	16.58%
EXPENDITURES	122,937.07	82,419	242,419	50.71%	20.25%
<b>ENTERPRISE FUNDS</b>					
REVENUES	2,985,161.37	5,305,782	5,305,782	56.26%	37.29%
EXPENDITURES	2,361,659.14	5,382,409	5,382,409	43.88%	34.23%

Waxahachie ISD 2021-22 Budget Summary January 2022

	Adopted Gen. Fund 1XXX	Amended Gen. Fund 1XXX	YTD Actual Gen. Fund 1XXX	Amended State-Fed Programs	YTD Actual State-Fed Programs	Amended Debt Serv. 5XXX	YTD Actual Debt Serv. 5XXX	Amended Cap. Proj. 6XXX	YTD Actual Cap. Proj. 6XXX	Amended Ent. Fund 7XXX	YTD Actual Ent. Fund 7XXX
<b>REVENUES</b>											
5700 LOCAL REVENUE	55,738,292	55,738,292	45,851,150		6,555	21,824,079	18,145,982		33	1,000,516	689,009
5800 STATE PROGRAM REVENUES	50,255,468	50,255,468	17,317,326	1,132,151	99,565	209,788	265,754	6,371	-	207,502	12,905
5900 FEDERAL REVENUES	1,500,000	1,500,000	145,237	14,708,444	3,476,314	100,000					
7900 OTHER RESOURCES/TRANSFERS			394,509							4,097,764	2,283,248
<b>TOTAL REVENUES</b>	<b>107,493,760</b>	<b>107,493,760</b>	<b>63,708,221</b>	<b>15,840,595</b>	<b>3,582,434</b>	<b>22,133,867</b>	<b>18,411,736</b>	<b>6,371</b>	<b>33</b>	<b>5,305,782</b>	<b>2,985,161</b>
<b>APPROPRIATIONS BY FUNCTION</b>											
<b>00 TRANSFERS BETWEEN FUNDS</b>											
11 INSTRUCTIONAL RESOURCES & MEDIA SER	64,146,507	64,142,850	24,828,076	12,748,245	3,292,852				69,428		
12 INSTRUCTIONAL RESOURCES & MEDIA SER	1,384,097	1,384,097	523,950						53,509		
13 CURRICULUM & INSTRUCTIONAL STAFF DEV.	1,663,054	1,667,354	674,486	797,582	311,316						
21 INSTRUCTIONAL LEADERSHIP	2,656,151	2,656,151	1,102,667		7,202						
23 SCHOOL ADMINISTRATION	6,339,613	6,340,770	2,531,541	184,099	77,334						
31 GUIDANCE AND COUNSELING SERVICES	2,916,120	2,917,320	1,228,613	1,614,414	643,965						
32 SOCIAL WORK SERVICES											
33 HEALTH SERVICES	1,324,898	1,324,898	570,702								
34 STUDENT (PUPIL) TRANSPORTATION	3,358,925	3,408,925	1,514,049								
35 FOOD SERVICES	100,000	100,000	24,677								
36 CURRICULAR/EXTRACURRICULAR ACTIV.	4,464,867	4,514,867	1,851,590								
41 GENERAL ADMINISTRATION	3,372,267	3,412,267	1,382,991								
51 PLANT MAINTENANCE AND OPERATION	9,306,874	9,306,874	4,819,528							88,500	
52 SECURITY & MONITORING SERVICES	1,769,305	1,769,305	568,732								
53 DATA PROCESSING SERVICES	1,889,278	2,494,278	1,521,105								
61 COMMUNITY SERVICES	261,804	261,804	97,266			22,346,477	-			515,974	203,301
71 DEBT SERVICE											
81 FACILITIES	1,940,000	2,595,000	159,602					242,419			
95 JJAEP	15,000	15,000	21,534								
99 OTHER	585,000	585,000	573,248								
<b>TOTAL APPROPRIATIONS AND TRANSFERS</b>	<b>107,493,760</b>	<b>108,896,760</b>	<b>43,996,596</b>	<b>15,344,340</b>	<b>4,332,668</b>	<b>22,346,477</b>	<b>-</b>	<b>242,419</b>	<b>122,937</b>	<b>5,382,409</b>	<b>2,361,659</b>
<b>TOTAL REVENUES OVER (UNDER) APPROPRIATIONS</b>	<b>-</b>	<b>(1,403,000)</b>	<b>19,711,626</b>	<b>496,255</b>	<b>(750,235)</b>	<b>(212,610)</b>	<b>18,411,736</b>	<b>(236,048)</b>	<b>(122,904)</b>	<b>(76,627)</b>	<b>623,502</b>



COPIES  
WHITE VENDOR  
YELLOW RECEIVING

INVOICE TO:  
WAXAHACHIE ISD  
411 N. GIBSON STREET  
WAXAHACHIE, TX 75165  
TAX NBR: 75-6002723  
PHONE: 972-923-4631  
FAX NBR: 972-923-4658

REQ. NUMBER: 9370022090  
VENDOR KEY : BORDEINC001  
PAGE NUMBER: 1  
REQ. DATE : 02/17/2022  
SHIP DATE : 02/17/2022  
SHIP VIA : Best Way  
FISCAL YEAR: 2021-2022  
ENTERED BY : HODGEMAR000

PRINTED 02/18/2022

COMPANY: BORDEN INC PO BOX 208769 DALLAS, TX 75320-8769	                     	DELIVER TO: WISD CHILD NUTRITION 631 SOLON RD WAXAHACHIE, TX 75165  ATTN: MARY HODGE
--	--	---

QUANT.	UNIT OF MEASURE	DESCRIPTION	UNIT COST	TOTAL COST
1	EACH	Milk products-all district cafeterias  Region 10 Vendor	87500.00000	87500.00

```

#####
#
#       This is a Requisition and not an official Purchase Order.
#       The District is not financially responsible for
#       the unauthorized purchases made with a Requisition.
#
#####
=====

```

P.O.: 9370022090 ACCOUNT SUMMARY (FOR INTERNAL USE)	VENDOR KEY : BORDEINC001
ACCOUNT	AMOUNT
701 E 35 6341 00 937 0 99 000	87,500.00

COPIES  
 WHITE VENDOR  
 YELLOW RECEIVING

INVOICE TO:  
 WAXAHACHIE ISD  
 411 N. GIBSON STREET  
 WAXAHACHIE, TX 75165  
 TAX NBR: 75-6002723  
 PHONE: 972-923-4631  
 FAX NBR: 972-923-4658

REQ. NUMBER: 9370022092  
 VENDOR KEY : LABATFOS001  
 PAGE NUMBER: 1  
 REQ. DATE : 02/22/2022  
 SHIP DATE : 02/17/2022  
 SHIP VIA : Best Way  
 FISCAL YEAR: 2021-2022  
 ENTERED BY : HODGEMAR000

PRINTED 02/22/2022

COMPANY: LABATT FOOD SERVICE PO BOX 137 SAN ANTONIO, TX 78291-0137	               	DELIVER TO: WISD CHILD NUTRITION 631 SOLON RD WAXAHACHIE, TX 75165  ATTN: MARY HODGE
---	---	---

QUANT.	UNIT OF MEASURE	DESCRIPTION	UNIT COST	TOTAL COST
1	EACH	Program Food	330000.00000	330000.00
1	EACH	Non-Program Food	62750.00000	62750.00
1	EACH	Non-Food Supplies	62750.00000	62750.00
Region 10 Vendor				
			TOTAL	455,500.00

#####  
 #  
 # This is a Requisition and not an official Purchase Order. #  
 # The District is not financially responsible for #  
 # the unauthorized purchases made with a Requisition. #  
 #####

P.O.: 9370022092 ACCOUNT SUMMARY (FOR INTERNAL USE) VENDOR KEY : LABATFOS001

ACCOUNT	AMOUNT
701 E 35 6341 00 937 0 99 000	330,000.00
701 E 35 6341 00 937 0 99 131	62,750.00
701 E 35 6342 00 937 0 99 000	62,750.00

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WHITE VENDOR  
YELLOW RECEIVING

INVOICE TO:  
WAXAHACHIE ISD  
411 N. GIBSON STREET  
WAXAHACHIE, TX 75165  
TAX NBR: 75-6002723  
PHONE: 972-923-4631  
FAX NBR: 972-923-4658

P.O. NUMBER: 9000022113  
VENDOR KEY : HONEY'S 000  
PAGE NUMBER: 1  
P.O. DATE : 02/15/2022  
SHIP DATE : 02/15/2022  
SHIP VIA : N/A  
FISCAL YEAR: 2021-2022  
ENTERED BY : ROSS WEN001

PRINTED 02/15/2022

COMPANY:

HONEY'S ROOFING LLC  
PO BOX 940  
HEWITT, TX 76643

DELIVER TO:

WISD MAINTENANCE WAREHOUSE  
631 SOLON RD  
WAXAHACHIE, TX 75165

ATTN: RYAN KAHLDEN

QUANT.	UNIT OF MEASURE	DESCRIPTION	UNIT COST	TOTAL COST
1	EACH	ADDITIONAL WORK NEEDED TO REPAIR OLD CREDIT UNION ROOFING PROJECT -ABOVE WHAT WAS ORIGINALLY QUOTED. RYAN WILL GET BOARD APPROVAL IN MARCH 2022.	4890.00000	4890.00

USE P.O. NUMBER ON ALL CORRESPONDENCE

T A X E X E M P T I O N S

TAX EXEMPT ENTITY  
NO BACK ORDERS ACCEPTED

PURCHASE APPROVED BY:



CHIEF FINANCIAL OFFICER

=====  
P.O.: 9000022113 ACCOUNT SUMMARY (FOR INTERNAL USE) VENDOR KEY : HONEY'S 000  
ACCOUNT 94 AMOUNT  
626 E 81 6629 00 999 0 99 000 4,890.00  
=====

Waxahachie ISD 2021-22 Proposed Budget Amendments for March 2022

	Adopted Gen. Fund 1XXX	Amended Gen. Fund 1XXX	Proposed Budget Amendments- Increases Gen. Fund 1XXX	Proposed Budget Amendments- (Decreases) Gen. Fund 1XXX	Proposed Revised Budget Gen. Fund 1XXX	Explanation
<b>REVENUES</b>						
5700 LOCAL & INTER. SOURCE REVENUE	55,738,292	55,738,292			55,738,292	
5800 STATE PROGRAM REVENUES	50,255,468	50,255,468			50,255,468	
5900 FEDERAL REVENUES	1,500,000	1,500,000			1,500,000	
7900 OTHER RESOURCES					-	
<b>TOTAL REVENUES</b>	<b>107,493,760</b>	<b>107,493,760</b>	<b>-</b>	<b>-</b>	<b>107,493,760</b>	
11 INSTRUCTIONAL RESOURCES & MEDIA SER	64,146,507	64,142,850		(500)	64,142,350	Moving \$500 from function 11 to function 36 for UIL purchase for Global High.
12 INSTRUCTIONAL RESOURCES & MEDIA SER	1,384,097	1,384,097				
13 CURRICULUM & INSTRUCTIONAL STAFF DEV.	1,663,054	1,667,354	38,000		1,705,354	Moved \$38,000 from function 41 to fund Curriculum technology purchase.
21 INSTRUCTIONAL LEADERSHIP	2,656,151	2,656,151			2,656,151	
23 SCHOOL ADMINISTRATION	6,339,613	6,340,770			6,340,770	
31 GUIDANCE AND COUNSELING SERVICES	2,916,120	2,917,320			2,917,320	
32 SOCIAL WORK SERVICES					-	
33 HEALTH SERVICES	1,324,898	1,324,898			1,324,898	
34 STUDENT (PUPIL) TRANSPORTATION	3,358,925	3,408,925			3,408,925	
35 FOOD SERVICES	100,000	100,000				
36 COCURRICULAR/EXTRACURRICULAR ACTIV.	4,464,867	4,514,867	500	(10,000)	4,505,367	Moving \$10,000 to function 81 to fund the undonated portion of the indoor golf putting green. Moving \$500 from function 11 for UIL purchase for Global High.
41 GENERAL ADMINISTRATION	3,372,267	3,412,267		(54,000)	3,358,267	Moving funds to function 13 and function 51 to fund secure door project at Wilemon and technology equipment purchase for Curriculum Dept.
51 PLANT MAINTENANCE AND OPERATION	9,306,874	9,306,874	16,000		9,322,874	Moved \$16,000 from function 41 to fund secure door additions at Wilemon.
52 SECURITY & MONITORING SERVICES	1,769,305	1,769,305			1,769,305	
53 DATA PROCESSING SERVICES	1,889,278	2,494,278			2,494,278	
61 COMMUNITY SERVICES	261,804	261,804				
71 DEBT SERVICE	-				-	
81 FACILITIES	1,940,000	2,595,000	10,000		2,605,000	Moving \$10,000 from function 36 to fund undonated portion of the indoor golf putting green.
95 JJAEP	15,000	15,000			15,000	

Waxahachie ISD 2021-22 Proposed Budget Amendments for March 2022

99 OTHER GOVERNMENTS	585,000	585,000			585,000
TOTAL APPROPRIATIONS	107,493,760	108,896,760	64,500	(64,500)	108,896,760
Approved by Board:	Yes	No	Date:	Signed:	

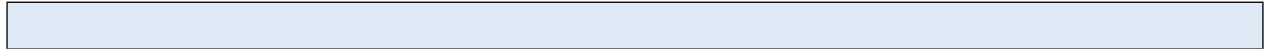
## **NOTICE OF DONATION FROM BOOSTER CLUB**

The High School Golf Booster Club recently made a donation in the amount of \$20,000 to the District with the intent of these funds being combined with approximately \$10,000 of budgeted funds from the Athletic Department to install an indoor putting green facility. The Business Offices issued an RFP in January for this project, with Mow-Pros being the only respondent. The Board took action to approve this vendor for this project at the February Board meeting. A purchase order has been issued and sent to Mow-Pros to initiate the order. This notice serves as notification of the donation to the Board of Trustees.

Waxahachie ISD  
BOARD OF TRUSTEES

Date: **March 21, 2022**

Subject: **Report regarding maintenance work orders**



**Background:**

Informational report on the maintenance department's work orders from the last thirty days.

**Recommendation:**

Consideration of informational report on the maintenance department's work orders from the last thirty days.

## Maintenance Work Order Status Report

The chart below illustrates the speed at which the maintenance department is completing work orders they receive

Maintenance Work Order Status      Ending March 4,2022

Column1	Column2	Column3	Column4	Column5
Work orders	0-15 days	16-30 days	31-45 days	46-61 days
submitted	376	655	1067	1479
open	109	16	5	0
closed	267	639	1062	1479
%complete	71.01%	97.55%	99.53%	100.00%

The chart below represents the number of work orders in the 61-90-day column and their current status.

location	requested work	action taken
<b>none</b>	<b>none</b>	<b>none</b>

Waxahachie ISD  
BOARD OF TRUSTEES

Date: March 21, 2022  
Subject: Report regarding Attendance,  
Student Discipline & Drug Offenses:  
February 2022

**REPORTS**

**Background:**

Monthly reports on student discipline, attendance, drug offenses, student drug testing and canine/metal detector searches are compiled and submitted for board and administrative review. Attached are these reports for the month of September including the first two weeks of school which were in August.

**Recommendation:**

Consideration of informational report regarding student attendance, student discipline, student drug offenses, student drug testing and canine/metal detector searches for the month of February 2022.

## **RANDOM DRUG TESTING – EXTRACURRICULAR SECONDARY STUDENTS**

WISD's most recent round of random drug testing this school year for extracurricular students at WHS and Global HS occurred on Monday, February 7<sup>th</sup>. The testing for seventh and eighth graders occurred later in the week on Friday, February 11<sup>th</sup>. The number of students tested at each campus is as follows:

WHS	84 students
Global HS	10 students
Coleman JH	24 students
Howard JH	9 students
<u>Finley JH</u>	<u>14 students</u>
Total	141 students

Four students tested positive for THC (marijuana) at WHS. Of these four students, one was a second-time positive and three were first-time positives. Melissa Bousquet has worked with Tonya Harris to conduct the parent conferences. Six WHS students who tested positive for THC during the month of January were retested during this session. These six students tested negative for prohibited substances during this session.

One student at Finley Junior High School tested positive THC (marijuana). Melissa Bousquet worked with Derek Zandt to conduct the parent conference. One additional student at Howard Junior High School initially tested positive for amphetamines, but the parents of this student provided an appropriate prescription for medication containing the substance which caused the positive test results. Thus, this result will be formally characterized as negative for prohibited substances.

No students refused to be tested. All other results unless otherwise noted were clear.

In summation, of the 141 students tested on all secondary campuses, five students tested positive for a prohibited substance (all THC).

## **USAGE OF DRUG DOGS AND METAL DETECTORS**

Canine narcotics and firearm detection was utilized at all 3 junior highs on February 10<sup>th</sup> checking 615 students total at all locations. There were 0 hits.

Metal detectors were utilized at Global High School at the cafeteria entrance on February 15<sup>th</sup> checking 33 students total. There was 1 hit with 1 find of over-the-counter medication.

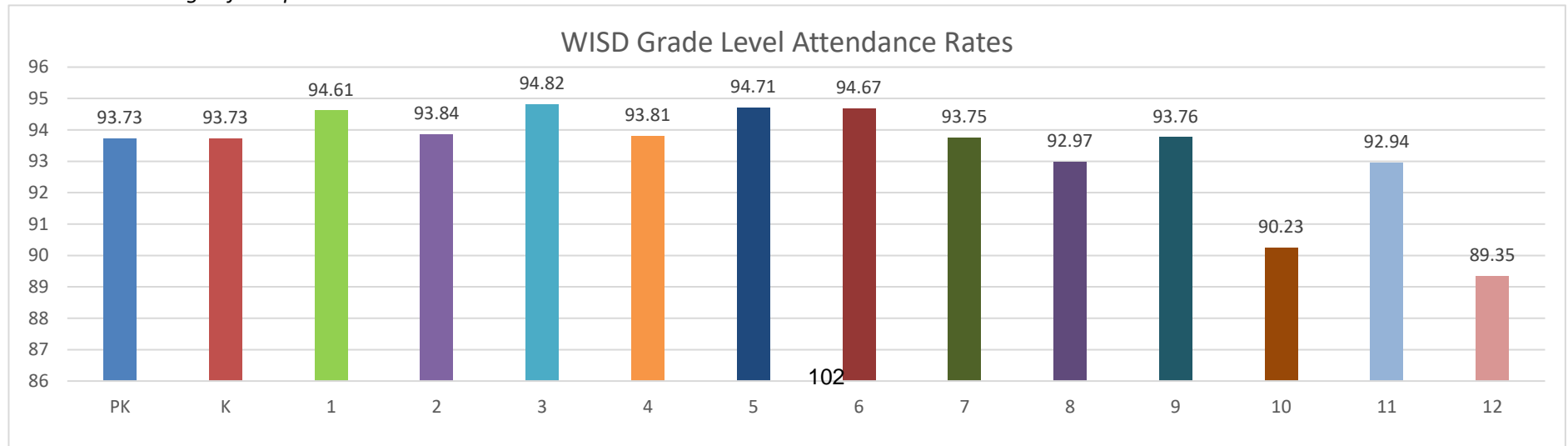
Metal detectors were utilized at Waxahachie High School at the student and bus entrances on February 17<sup>th</sup> checking 162 students total. There were 0 hits.

Canine narcotics and firearm detection was utilized in conjunction with metal detectors at Waxahachie High School, Global High, and DAEP on February 23<sup>rd</sup> checking 597 total for all locations. There were 0 hits.

## WAXAHACHIE ISD February 2022 Attendance Report

	December	January	February
Waxahachie High School	93.85%	88.21%	92.42%
High School of Choice	94.16%	83.05%	87.21%
Global High School	95.57%	90.07%	94.32%
Coleman Jr. High	95.64%	89.37%	92.75%
Finley Jr. High	95.24%	89.49%	94.47%
Howard Jr. High	95.69%	89.50%	94.04%
Clift Elementary	94.12%	90.10%	93.22%
Dunaway Elementary	96.25%	91.96%	94.41%
Felty Elementary	97.03%	90.79%	95.52%
Marvin Elementary	94.96%	87.59%	92.58%
Northside Elementary	95.27%	88.00%	94.45%
Shackelford Elementary	95.60%	88.91%	94.16%
Simpson Elementary	96.49%	89.20%	94.46%
Wedgeworth Elementary	94.82%	88.75%	94.37%
Wilemon Elementary	96.02%	92.96%	95.14%
Turner PreK	93.29%	85.99%	90.22%
WISD DAEP	79.71%	74.87%	78.71%
District ADA:	95.00%	89.16%	<b>93.55%</b>

*\* Total ADA is calculated with different programs/students receiving different weights for attendance.  
It is not a true average of campus attendance.*



## Discipline Data for WISD (02/01/2022 – 02/28/2022)

The discipline breakdown for Waxahachie ISD for the month of November shows discipline assignment trends for students in the district. While all categories of violations are represented in this report, specific categories of discipline infractions to note are: Possessed, sold, used or was under the influence of marihuana or other controlled substance **(04)**, Violation of Student Code of Conduct **(21)**, Terroristic Threat **(26)**, Assault against someone other than employee/volunteer **(28)**, Felony Controlled Substance Violation **(36)**, Fighting/Mutual Combat **(41)**.

### DAEP Placements (20):

- **4** Possessed, sold, used, or was under the influence of Marihuana or other controlled substance **(04)**. *Mandatory DAEP/Discretionary Expulsion*
- **7** Violation of Student Code of Conduct **(21)**. *Discretionary DAEP Placement*
- **1** Terroristic Threat **(26)**. *Mandatory DAEP Placement*
- **3** Assault against someone other than an employee/volunteer **(28)** *Mandatory DAEP Placement/Discretionary Expulsion*
- **5** Fighting/mutual combat **(41)**. *Discretionary DAEP Placement*

### Expulsions (2):

- **1** Possessed, sold, used, or was under the influence of Marihuana or other controlled substance **(04)**. *Mandatory DAEP/Discretionary Expulsion*
  - *Student was serving DAEP placement due to same violation when this violation occurred at DAEP.*
- **1** Felony Controlled Substance Violation **(36)** *Mandatory Expulsion*

### ISS/OSS Placements:

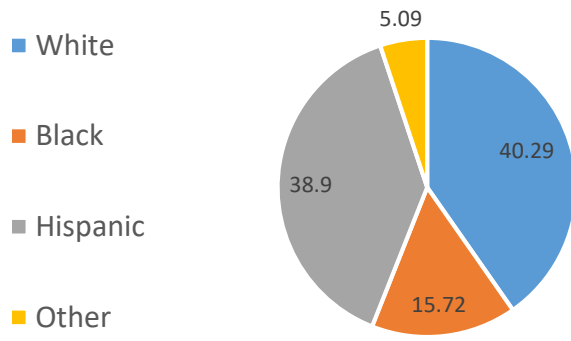
- There were **134** ISS assignments (both full and partial days) for date window. Some of these were multiple day assignments.
- There were **14** OSS assignments (both full and partial days) for date window. Some of these were multiple day assignments.

### General Violations of the Student Code of Conduct:

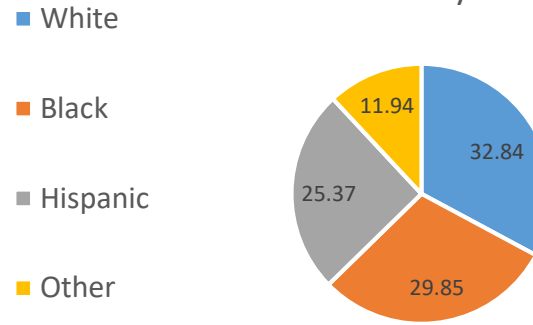
- There were **137** general violations of the student code of conduct **(21)**.

Charting Discipline for WISD:

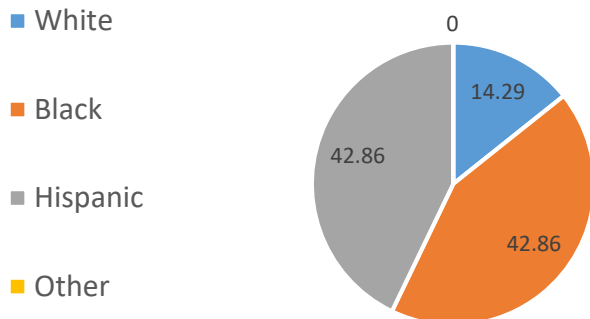
Enrollment % By Ethnicity (10,135 Total)



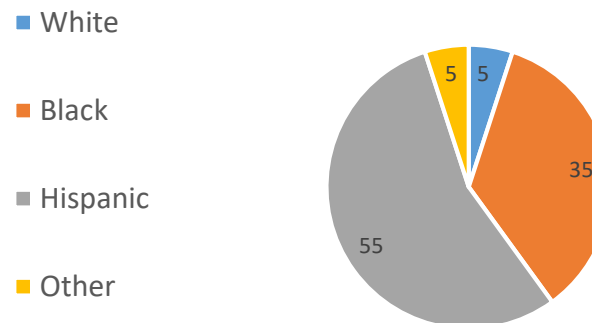
ISS Placements (134 Total)  
Ethnicity %



OSS Placements (14 Total)  
Ethnicity %



DAEP Placements (20 Total)  
Ethnicity %



WAXAHACHIE ISD  
STUDENT DRUG OFFENSES  
2021-22 School Year

CAMPUS	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY
WHS	3	7	4	5	3	11	6			
HSOC										
Global										
Coleman										
Finley										
Howard										
TOTAL										

Waxahachie ISD  
BOARD OF TRUSTEES

Date: **March 21, 2022** \_\_\_\_\_ -

Subject: **Appointment of Certified School Marshals**

Two employees recently completed the 80-hour training administered by the Texas Commission on Law Enforcement to become eligible to serve as school marshals pursuant to WISD Board Policy CKEB (Legal) and Section 37.0811 of the Texas Education Code. Both WISD administration and WPD Lt. Josh Oliver recommend action by the Board of Trustees to appoint these individuals to serve in the role of school marshal on WISD campuses.

Waxahachie ISD  
BOARD OF TRUSTEES

Date: **March 21, 2022**

Subject: **TASB Interlocal Agreement**

**Report**

**Background:**

As a participant to insurance products provided by TASB, Waxahachie ISD has executed an interlocal agreement with TASB to participate in these products.

The district current participates in the unemployment compensation insurance program with TASB and has previously participated in the Worker Compensation Insurance program. To continue participation, we will need to review/approve/adopt this updated interlocal agreement.

**Recommendation:**

Approve amended interlocal agreement with TASB Risk Management Fund (TASB RMF).

## TASB RISK MANAGEMENT FUND INTERLOCAL PARTICIPATION AGREEMENT

Pursuant to the Texas Interlocal Cooperation Act, Chapter 791 of the Texas Government Code, this Interlocal Participation Agreement (Agreement) is entered into by and between the Texas Association of School Boards Risk Management Fund (Fund) and the undersigned local government of the State of Texas (Fund Member). The Fund is an administrative agency of local governments (Fund Members) that cooperate in performing administrative services and governmental functions relative to risk management.

### TERMS AND CONDITIONS

In consideration of the mutual covenants and conditions contained in this Agreement and other good and valuable consideration, including, without limitation, the agreement of the Fund and Fund Members to provide risk management programs as detailed in this Agreement, the receipt and sufficiency of which are hereby acknowledged, Fund Member and the Fund, intending to be legally bound, and subject to the terms, conditions, and provisions of this Agreement, agree as follows:

1. **Authority.** Fund Member hereby approves and adopts the Restatement of Interlocal Agreement, dated May 20, 1997, which restated the Interlocal Agreement dated July 2, 1974, establishing the predecessor of the Fund. The Restatement of Interlocal Agreement is incorporated into this Agreement by reference and is available from the Fund upon request. This Agreement serves to outline the relationship between the Fund and Fund Member. While the Texas Interlocal Cooperation Act provides the overarching basis for the Fund, certain Fund programs are further authorized pursuant to various statutes, such as Chapter 504 of the Texas Labor Code, pertaining to workers' compensation; and Chapter 2259, Subchapter B, of the Texas Government Code, pertaining to other risks or hazards.
2. **Program Participation.** This Agreement enables Fund Member to participate in one or more of the Fund's available programs. Because this is an enabling Agreement, Fund Member must also execute a separate Contribution and Coverage Summary (CCS) for each Fund program from which it seeks coverage and/or administrative services. Only a valid CCS will confer the right to participate in a specific program and each CCS shall be incorporated into this Agreement. Through participation in any Fund program, Fund Member waives none of its immunities and authorizes the Fund, or its designee, to assert such immunities on its behalf and on behalf of the Fund or its designee.
3. **Term of Agreement.** This Agreement shall be effective from the date of the last signature below and shall remain in effect unless terminated as provided in this Agreement. This Agreement will automatically terminate if Fund Member ceases to participate in at least one of the Fund's programs (due to the expiration of a CCS participation term or the valid termination of same) or fails to meet the membership qualifications of the Fund as provided in this Agreement and as determined by the Fund in writing.
4. **Termination.** Unless this Agreement is automatically terminated as described above, this Agreement, and/or any component CCS applicable to Fund Member, can be terminated as set forth below. However, unless specifically required in a CCS, the termination of any single Fund program under a CCS shall not also result in the automatic termination of another pending CCS, or this enabling Agreement if any other CCS is still in force for Fund Member. Rather, each Fund program can only be terminated as provided in this Agreement.
  - a. **By Either Party with 30 Days Notice before Renewal.** Any CCS may be terminated by either party with termination to be effective on any successive renewal date by giving written notice to the other party no later than 30 days prior to automatic renewal.
  - b. **By Fund Member upon Payment of Late Notice Fee.** If Fund Member fails to terminate a CCS as provided above, it may still terminate participation in any Fund program prior to the renewal date by paying a late notice fee as herein provided. If Fund Member terminates the CCS before the renewal date, but with fewer than 30 days' advance written notice, Fund Member agrees to pay the Fund a late notice fee in the amount of 25% of the annual contribution for the expiring participation term. Fund Member expressly acknowledges that the late notice fee is not a penalty, but a reasonable approximation of the Fund's damages for the Fund Member's untimely withdrawal from the program identified in the CCS. However, once the renewal term of a CCS commences, Fund Member can no longer terminate the CCS by paying a late notice fee; the CCS shall renew and Fund Member must pay 100% of the annual contribution for the renewal period.
  - c. **By the Fund upon Breach by Fund Member.** The Fund may terminate this Agreement or any CCS based on breach of any of the following obligations, by giving 10 days' written notice to Fund Member of the breach; and Fund Member's failure to cure the breach within said 10 days (or other time period allowed by the Fund):
    - 1) Fund Member fails or refuses to make the payments or contributions required by this Agreement;
    - 2) Fund Member fails to cooperate and comply with any reasonable requests for information and/or records made by the Fund;

- 3) Fund Member fails or refuses to follow loss prevention or statutory compliance requirements of the Fund, as provided in this Agreement; or
- 4) Fund Member otherwise breaches this Agreement.

If the Fund terminates this Agreement, or any CCS, based on breach as described above, Fund Member agrees that the Fund will have no responsibility of any kind or nature to provide coverage on the terminated Fund program post-termination. Further, Fund Member shall bear the full financial responsibility for any unpaid open claim and expense related to any claim, asserted or unasserted and reported or unreported, against the Fund or Fund Member, or incurred by the agents or representatives of Fund Member.

In addition to the foregoing, if termination is due to Fund Member's failure to make required payments or contributions, Fund Member agrees that it shall pay the Fund liquidated damages in the amount of 50% of the annual contribution for the participation term identified in the terminated CCS.

## 5. Contributions.

- a. **Agreement to Pay Contribution.** Fund Member agrees to pay its contribution for each Fund program in which it participates based on a plan developed by the Fund. The amount of contribution will be stated in the relevant CCS and will be payable upon receipt of an invoice from the Fund. Late fees amounting to the maximum interest allowed by law, but not less than the rate of interest authorized under Chapter 2251, Texas Government Code, shall begin to accrue daily on the first day following the due date and continue until the contribution and late fees are paid in full. If Fund Member fails to pay the amounts due under this Agreement, including any CCS, the Fund may redirect other amounts due to the Fund Member, payments received from Fund Member, or amounts held by the Fund for Fund Member's benefit, to offset the amount owed. Any offset will not extinguish Fund Member's obligation for any and all payments due under this Agreement, including any CCS.
- b. **Other Payments Due to the Fund.** In addition to contributions, if the Fund Member owes other payments to the Fund, such as deductibles or claim overpayments, and Fund Member fails to timely pay the amounts due, the Fund may redirect other amounts due to the Fund Member, payments received from Fund Member, or amounts held by the Fund for the Fund Member's benefit to offset the amounts owed.
- c. **Estimated Contribution and Contribution Adjustment.** In specified situations, the amount of contribution shown in the CCS will be identified as an estimate. The Fund reserves the right to request an audit of updated exposure information at the end of the CCS participation term and adjust contributions if Fund Member's exposure changes during the CCS participation term. As a result of the exposure review, any additional contribution payable to the Fund shall be paid by Fund Member, and any overpayment of contribution by Fund Member shall be returned or credited by the Fund. The Fund reserves the right to audit the relevant records of Fund Member in order to conduct this exposure review.

Upon expiration of each participation period, Fund Member may request a contribution adjustment due to exposure changes. Such request must be made in writing within 60 days after the end of the participation period. Fund Member must provide documentation as requested by the Fund to demonstrate that the exposure change warrants a contribution adjustment.

The annual contribution may be adjusted due to an exposure change or audit as presented in the CCS. The Fund may also request a contribution adjustment should the Fund's underwriting income for any program within a given program year be inadequate to pay the ultimate cost of claims incurred for that year, the Fund may collect an adjusted contribution from any current or former Fund Member if that Fund Member's contribution is inadequate to pay the Fund Member's claims incurred during that year.

6. **Contribution and Coverage Summary.** Fund Member agrees to abide by each CCS that governs its participation. A CCS will incorporate the program specific coverage document, if any, which sets forth the scope of coverage and/or services from the Fund. This Agreement will be construed to incorporate the CCS, Coverage Agreements, Endorsements, and Addenda, if any, whether or not physically attached. A CCS for a Fund program will state the participation term. After Fund Member's execution of a CCS, the CCS will automatically renew annually, unless terminated in accordance with this Agreement. Any renewal containing a change in the amount of contribution or other terms will be subject to the Amendment by Notice process described in this Agreement.
7. **Loss Prevention.** The Fund may provide loss prevention services to Fund Member. Fund Member agrees to adopt the Fund's reasonable and customary standards for loss prevention and to cooperate in implementing any and all reasonable loss prevention and statutory compliance recommendations or requirements. The Fund makes no warranty on Fund loss prevention recommendations.

## 8. Other Duties of Fund Member.

- a. **Standards of Performance.** Time shall be of the essence in Fund Member's reporting of any and all claims to the Fund, payment of any contributions or monies due to the Fund, and delivery of any written notices under this Agreement.
- b. **Claims Reporting.** Notice of any claim must be provided to the Fund as required by law or the applicable Coverage Agreement. Failure by Fund Member to timely report a claim may result in denial of coverage or payment of fines or penalties imposed by law or regulatory agencies. If the Fund advances payment of any fine or penalty arising from Fund Member's late claim reporting, Fund Member will reimburse the Fund for all such costs.
- c. **Cooperation and Access.** Fund Member agrees to cooperate and to comply in a timely manner with all reasonable requests for access, information and/or records made by the Fund or by a third-party acting for the Fund. Fund Member further agrees to provide complete and accurate statements of material facts, to not misrepresent or omit such facts, or make false statements to the Fund. The Fund Member agrees that any information held by the Fund's Administrator, or its' affiliated entities may be provided to the Fund. The Fund reserves the right to audit the relevant records of Fund Member to determine compliance with this Agreement.

9. **Administration of Claims.** The Fund or its designee agrees to administer all claims for which Fund Member has coverage after Fund Member provides timely written notice to the Fund. Fund Member hereby authorizes the Fund or its designee to act in all matters pertaining to handling of claims for which Fund Member has coverage pursuant to this Agreement. Fund Member expressly agrees that the Fund has sole authority in all matters pertaining to the administration of claims and grants the Fund or its designee full decision-making authority in all matters, including without limitation, discussions with claimants and their attorneys or other duly authorized representatives. Fund Member further agrees to be fully cooperative in supplying any information reasonably requested by the Fund in the handling of claims. All decisions on individual claims shall be made by the Fund or its designee, including, without limitation, decisions concerning claim values, payment due on the claim, settlement, subrogation, litigation, or appeals.

10. **Excess Coverage/Reinsurance.** The Fund, in its sole discretion, may purchase excess coverage or reinsurance for any or all Fund programs. In the event of a substantial change in terms or cost of such coverage, the Fund reserves the right to make adjustments to the terms and conditions of a CCS as allowed by the Amendment by Notice process under this Agreement. If any reinsurer, stop loss carrier, and/or excess coverage provider fails to meet its obligations to the Fund or any Fund Member, the Fund is not responsible for any payment or any obligations to Fund Member from any reinsurer, stop loss carrier, or excess coverage provider.

## 11. Subrogation and Assignment of Rights.

- a. Fund Member, on its own behalf and on behalf of any person entitled to benefits under this Agreement, assigns all subrogation rights to the Fund. The Fund has the right, in its sole discretion, without notice to Fund Member, to bring all claims and lawsuits in the name of Fund Member or the Fund. Fund Member agrees that all subrogation rights and recoveries belong first to the Fund, up to the amount of benefits, expenses, and attorneys' fees incurred by the Fund, with the balance, if any, being paid to Fund Member, unless otherwise specifically stated in the Agreement. Award of funds to any person entitled to coverage, whether by judgment or settlement, shall be conclusive proof that the injured party has been made whole. Fund Member's right to be made whole is expressly superseded by the Fund's subrogation rights. If Fund Member procures alternate coverage for a risk covered by the Fund, the latter acquired coverage shall be deemed primary coverage concerning that risk.
- b. Fund Member shall do nothing to prejudice or waive the Fund's existing or prospective subrogation rights under this Agreement. If Fund Member has waived any subrogation right without first obtaining the Fund's written approval, the Fund shall be entitled to recover from Fund Member any sums that it would have been able to recover absent such waiver. Recoverable amounts include attorneys' fees, costs, and expenses.

12. **Appeals.** Fund Member shall have the right to appeal any written decision or recommendation to the Fund's Board of Trustees, and the Board's determination will be final. Any appeal shall be made in writing to the Board Chair within 30 days of the decision or recommendation.

13. **Bylaws, Policies, and Procedures.** Fund Member agrees to abide by the Bylaws of the Fund, as they may be amended from time to time, and any and all written policies and procedures established by the Fund (which are available from the Fund upon written request). If a change is made to the Fund's Bylaws, written policies or procedures which conflicts with or impairs a CCS, such change will not apply to Fund Member until the renewal of such CCS, unless Fund Member specifically agrees otherwise.

14. **Payments.** Fund Member represents and warrants that all payments required under this Agreement of Fund Member shall be made from its available current revenues.

15. **Fund Member's Designation of Coordinator.** Fund Member agrees to designate an employee with appropriate authority as coordinator (Program Coordinator) for Fund Member on this Agreement or any CCS executed by Fund Member. Fund Member's Program Coordinator shall have express authority to represent and to bind Fund Member, shall fully communicate with the Fund regarding Fund business, and shall not delegate this communication to a third party. The Fund will not be required to contact any other individual regarding matters arising from or related to this Agreement. Fund Member reserves the right to change its Program Coordinator as needed, by giving written notice to the Fund; such notice is not effective until actually received by the Fund. Notice provided to the Chief Executive Officer of Fund Member shall also serve as notice to the Program Coordinator.
16. **Risk Sharing Agreement.** This Agreement is a risk sharing and risk participation agreement and should not be construed to be a contract of insurance. If any ambiguity exists in this Agreement, including any CCS or specific coverage document, the provision shall not be construed against the Fund as drafter of this Agreement. The Fund is not an insurance company nor is any member an insured. The Fund is a self-insured risk pool through which its members agree to share risk and actively participate in their contractual obligations to lessen risk and cost for all members. Any reference in this Agreement to an insurance term or concept is coincidental, is not intended to characterize the Fund as "insurance" as defined by law, shall be deemed to apply to self-insurance, and is not to be construed as being contrary to the self-insurance concept.
17. **Representation.** Fund Member authorizes the Fund to represent Fund Member in any lawsuit, dispute, or proceeding arising under or relating to any Fund program and/or coverage in which Fund Member participates. The Fund may exercise this right in its sole discretion and to the fullest extent permitted or authorized by law. Fund Member shall fully cooperate with the Fund, its designee, and the Fund's chosen counsel, including, without limitation, supplying any information necessary or relevant to the lawsuit, dispute, or proceeding in a timely fashion. Subject to specific revocation, Fund Member designates the Fund to act as a class representative on its behalf in matters arising out of this Agreement.
18. **Members' Equity.** The Fund Board, in its sole discretion, may declare a distribution of the Fund's members' equity to Fund Members. Members' equity belongs to the Fund. No current or former individual Fund Member is entitled to an individual allocation or portion of members' equity.
19. **Entire Agreement.** This Agreement, together with the Restated Interlocal Agreement, Bylaws, CCSs, and Coverage Agreements that are in effect as to Fund Member from time to time, represent and contain the complete understanding and agreement of the Fund and Fund Member, and there are no representations, agreements, arrangements, or undertakings, oral or written, between the Fund and Fund Member other than those set forth in this Agreement duly executed in writing. In the event of conflict between the terms of this Agreement and the Restated Interlocal Agreement, Bylaws, CCS, or any Coverage Agreement, the specific terms of the later adopted agreement shall prevail to the extent necessary to resolve the conflict. This Agreement replaces all previous Interlocal Participation Agreements between the Fund and Fund Member. Notwithstanding the foregoing, this Agreement does not supersede any unexpired participation term or pending claim under an existing agreement between Fund Member and Fund.
20. **Amendment by Notice.** This Agreement, including any of its component CCSs or coverage documents, may be amended by the Fund, in writing, by providing Fund Member with written notice before the earlier of (i) the effective date of the amendment or (ii) the date by which Fund Member can terminate without payment of late notice fees or liquidated damages. Unless this Agreement expressly provides otherwise, an amendment shall only apply prospectively and Fund Member shall have the right to terminate this Agreement, or a component CCS to which the amendment applies, before the amendment becomes effective, as provided in this Agreement. If Fund Member fails to give the Fund timely written notice of termination, Fund Member shall be deemed to have consented to the Fund's amendment and agrees to abide by and be bound by the amendment, without necessity of obtaining Fund Member's signature.

The Fund may amend this Agreement or any CCS effective upon renewal. Amendments may be for any reason including changes to the terms or contribution amount.

The Fund may also amend this Agreement or any CCS, effective during the term of a CCS, for any reason including but not limited to the following:

- a. State or federal governments, including any court, regulatory body, or agency thereof, adopt a statute, rule, decision, or take any action that would substantially impact the rights or financial obligations of the Fund as it pertains to this Agreement, or any Fund program or CCS.
- b. The terms of the Fund's stop-loss or excess coverage or reinsurance change substantially.

If the Fund exercises the option to amend the Agreement or any CCS during the term of a CCS and prior to renewal, the Fund shall give Fund Member 30 days advance written notice. Fund Member will then have the right during the 30-day period to give the Fund written notice of termination of the applicable Fund program, effective upon the expiration of the 30-day notice period (or longer period if so provided by the Fund in writing).

21. **Severability; Interpretation.** If any portion of this Agreement shall be declared illegal or held unenforceable for any reason, the remaining portions shall continue in full force and effect. Any questions of particular interpretation shall not be interpreted against the drafter of this Agreement, but rather in accordance with the fair meaning thereof.
22. **Dispute Resolution.** This Agreement shall be governed by and construed in accordance with the laws of the State of Texas, without regard to conflict of law principles that would require the application of the laws of another state. The Fund retains its governmental immunity except to the extent it is waived by the legislature. The parties agree that the following adjudication procedures apply to any legal dispute, and that the Fund Member's right to file suit against the Fund is contingent upon compliance with these procedures pursuant to Texas Local Government Code section 271.154:
- Prior to filing suit, the Fund Member must comply with all of its obligations under this Agreement and any specific Coverage Agreement including an appeal to the Fund Board as described by Section 12 of this Agreement. A good-faith appeal to the Fund Board is a pre-suit adjudication procedure that is required before litigation by a Fund Member against the Fund.
  - Prior to filing suit, the Fund Member will participate in good faith in mediation in Travis County, Texas before a mediator approved by both parties; and
  - Any suit against the Fund must be brought in Travis County, Texas.

In the event of a lawsuit or formal adjudication between Fund Member and the Fund, the prevailing party is entitled to recover reasonable and necessary attorneys' fees and expenses, including expert fees, that are equitable and just.

**Waiver and Estoppel.** No provision of this Agreement will be deemed waived by either party unless expressly waived in writing by the waiving party. No waiver shall be implied by delay or any other act or omission. No waiver by either party of any provision of this Agreement shall be deemed a waiver of such provision with respect to any subsequent matter relating to such provision. Estoppel may not be asserted against either party so as to prevent that party from enforcing or insisting on the other party's compliance with any provision of this Agreement.

**Assignment.** This Agreement or any duties or obligations imposed by this Agreement shall not be assignable by Fund Member without the prior written consent of the Fund. Fund Member shall not transfer any interest in Fund claim related payments to any third party, including, but not limited to litigation finance companies, attorneys, banks, public adjusters, architects, engineers, or contractors. Any action by the Fund Member which grants or attempts to grant to any third party an interest in or control over any claim payment, including, but not limited to, the Member's entry into a contingent fee contract, will immediately suspend any obligation by the Fund to make any claim payment under this Agreement. The obligation of the Fund to make any such claim payments shall not be restored unless and until the Fund Member provides the Fund with evidence reasonably satisfactory to the Fund that any such transfer or attempt to transfer an interest in or control over such claim payment to a third party has effectively been terminated.

23. **Authorization.** By the execution of this Agreement, the undersigned individuals warrant that they have been authorized by all requisite governance action to enter into and to perform the terms and conditions of this Agreement and that the Fund Member authorizes the Program Coordinator or Chief Executive Officer to approve and bind the Fund Member to any current or future CCS entered into under this Agreement
24. **Notice.** Unless expressly stated otherwise in this Agreement, any notice required or provided under this Agreement by either party to the other party shall be in writing and shall be sent by first class mail, postage prepaid or by a carrier for overnight service or by electronic means typically used in commerce. Notice to the Fund shall be sufficient if made or addressed as follows: TASB Risk Management Fund, P.O. Box 301, Austin, Texas 78767-0301, or [tasbrmf@tasbrmf.org](mailto:tasbrmf@tasbrmf.org). The Fund's required notice address may be updated through explicit written or electronic notice to Fund Members. Notice to a Fund Member shall be sufficient if addressed to the Program Coordinator or Fund Member's Chief Executive Officer and mailed to Fund Member's physical or electronic address of record on file with the Fund.
25. **Miscellaneous.** These provisions apply throughout this Agreement:
- Fund reference.** Any reference to the Fund in this Agreement includes reference to its designees.
  - CCS reference.** References to a Contribution and Coverage Summary (CCS) includes a reference to all separate coverage portions of a CCS and/or any similar service agreement between the Fund and a Fund Member.
  - "Including."** Unless the context requires otherwise, the term "including" means "including but not limited to."
  - Successors.** This Agreement binds and inures to the benefit of the parties and their successors.
  - Headings.** The headings are for convenience only and do not affect the interpretation of this Agreement.

26. **Signatures/Counterparts.** The failure of a party to provide an original, manually executed signature to the other party shall not affect the validity or enforceability of this Agreement. Either party may rely upon a facsimile or imaged signature as if it were an original. This Agreement may be executed in several separate counterparts, each of which shall be an original and all of which shall constitute one and the same instrument.

WHEREFORE, the parties agree to be bound by this Agreement by signing below.

For FUND MEMBER: **Waxahachie ISD**

By: \_\_\_\_\_

Date: \_\_\_\_\_

Signature of Fund Member's Authorized Representative

Printed Name of Fund Member's Authorized Representative

\_\_\_\_\_

Date approved by Fund Member's Board of Trustees: \_\_\_\_\_

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**For TASB Risk Management Fund Use Only**

**For TASB RISK MANAGEMENT FUND:**

By: \_\_\_\_\_

Date: \_\_\_\_\_

Chair, TASB Risk Management Fund Board of Trustees



Waxahachie ISD  
BOARD OF TRUSTEES

Date: **March 21, 2022**

Subject: **Human Resources Report**

Presented by: **Monica James**

**Action**

**Background:**

Consideration to approve changes to an administrative contract as presented.

**Recommendation:**

The Board is asked to approve the report as presented in closed session.

Waxahachie ISD  
BOARD OF TRUSTEES

Date: **March 21, 2022**

Subject: **Erate 2022**

**Report**

**Background:**

We conduct RFPs annually to utilize our federal erate funds to better meet the technology needs of the District. Based on the responses received during this process, the district evaluates the cost effectiveness of the original plan and makes adjustments and recommendations accordingly.

For the 2022 school year, the district published three RFPs related to erate category 2 projects. Based on the responses received, it is recommended that we award only one category to access erate funds for the 2022-2023 federal fiscal year. The recommended solicitation award is number #220006817 to be awarded to Netsync Network Solutions in the amount of \$25,801.

**Recommendation:**

Award erate RFP solicitation #220006817 to Netsync Network Solutions in the amount of \$25,801.

Waxahachie ISD  
BOARD OF TRUSTEES

Date: **March 21, 2022**

Subject: **Erate 2022**

**Report**

**Background:**

We conduct RFPs annually to utilize our federal erate funds to better meet the technology needs of the District. Based on the responses received during this process, the district evaluates the cost effectiveness of the original plan and makes adjustments and recommendations accordingly.

For the 2022 school year, the district published three RFPs related to erate category 2 projects. Based on the responses received, it is recommended that we award only one category to access erate funds for the 2022-2023 federal fiscal year and reject the other two solicitations (#220006762 and #220006815)

**Recommendation:**

Reject erate RFP solicitations #220006762 and #220006815.

Waxahachie ISD  
BOARD OF TRUSTEES

Date: **March 21, 2022**

Subject: **TAMUC MOU for TCLAS Teacher Residency Grant**



**Background:**

Consideration with possible action to approve a Memorandum of Understanding (MOU) with Texas A&M University-Commerce (TAMUC). the Department of Curriculum & Instruction with the Waxahachie Independent School District. This supports a two-semester training program in teacher preparation that will be provided at the District. Participants in the University program will be designated as “INTERNS.” Program requirements for the INTERNSHIP semesters are outlined within the MOU.

## LEOTeach TCLAS GRANT AGREEMENT

This Agreement made on the 21st day of March, between Texas A&M University - Commerce, hereinafter called “the University,” a member of The Texas A&M University System and an agency of The State of Texas, for the benefit of the College of Education and Human Services and the Department of Curriculum & Instruction, and the Waxahachie Independent School District, hereinafter called “WISD,” acting by and through the Department of Curriculum and Instruction that a two semester training program in teacher preparation will be provided at the District. Participants in the University program will be designated as “INTERNS.” Program requirements for the INTERNSHIP semesters are outlined below. “SCHOOL” shall be designated as a WISD campus or the INTERN’s assigned WISD work location.

INTERNS shall be provided with assignments, supervision and learning activities for the integration of science and practice. The training activities will further broaden and deepen competencies acquired during training and assist the INTERN in gaining the experience needed to provide services to WISD students.

Each student in the training program at Texas A&M University – Commerce and WISD will receive a 2 semester experience following a 2-3-5 model. INTERNS will spend 2 days per week during the first 8 weeks of the semester and 3 days per week during the second 8 weeks of the first semester on their assigned campus completing observations, teaching activities, and completing video capture of their teaching practice. These first semester assignments are related to a weekly seminar course taught by University faculty. INTERNS in the second semester of their placement are completing their clinical student teaching required by the Texas Education Agency and will be on their designated campus during all WISD calendar days of instruction and professional development for the 16-week duration of their placement.

### ARTICLE I

The Agreement is effective on July 1, 2022 and terminates on June 30, 2023. At the option of WISD, the Agreement may be renewed for additional one-year terms for a total duration of five (5) years including all amendments, extensions and renewals, provided that the contract has not been earlier terminated. To renew, the WISD shall give University written notice of the WISD’s intention to renew not later than thirty (30) days prior to the expiration of the then current term.

This agreement is subject to review and revision at the request of either party by June 1 of each year. Either party may terminate this agreement by notification of intent of termination given at least thirty (30) days in advance of the desired date of termination.

In the event this Agreement is terminated prior to the termination date, the parties agree to allow INTERNS who have already begun work under this program, and who are performing to the WISD’s satisfaction, to complete the semester in which they have begun work for the ISD.

### ARTICLE II

WISD agrees and promises to:

- A. Hold structured governance meetings with the University at least three times annually to analyze teacher resident data, develop plans for teacher preparation program continuous improvement, and inform professional development provided to cooperating teachers. **Data sharing will not violate the Personal Identifiable Information requirement of the WISD.**
- B. Provide preferential hiring, to the greatest extent possible, to teacher residents who have successfully completed the teacher residency program and received standard certification.
- C. Provide a minimum stipend of \$20,000 to each University student from the University's Texas Education Agency approved Vetted Teacher Residency Model placed at the District for the two semester training program.
- D. Collaboratively develop with the University a teacher resident profile, aligned with the district's educator pipeline needs, that will be used to recruit, select, and place teacher INTERNS.
- E. Collaboratively develop with the University a cooperating teacher profile that includes consideration of the cooperating teacher's impact on student achievement, to recruit and select high-quality cooperating teachers.
- F. Participate in an interview and placement process for INTERNS. Placement process shall include considerations for both campus and cooperating mentor teacher. Interviews shall include school campus administration or designated representative, one or more campus teachers, and the University site-coordinator. Placements decided through the interview process before internship will be considered the placement for both semesters of the two semester training program. All INTERNSs shall be subject to a criminal background check prior to placement as described in Article IV..
- G. Provide to the INTERN the opportunity to carry out major professional functions under appropriate supervision in a sequence of experiences designed to enhance competencies in comprehensive assessment, intervention, evaluation of services provided, and professional practice.
- H. Provide a training experience for INTERNS of a minimum of 2 supervised days per week over the first 8 weeks and a minimum of 3 supervised days per week over the second 8 weeks of the first semester of the training program. Supervision is defined as the cooperating teacher being physically present in the same classroom as the INTERN.
- I. Provide a training experience for INTERNS of a minimum of 16 supervised weeks during the second semester of the training program. Supervision is defined as the cooperating teacher being physically present in the same classroom as the INTERN.
- J. Maintain sole responsibility for the instruction, education, and welfare of its students. WISD shall be responsible for providing adequate staffing necessary to carry out the goals and objectives of the school district.

- K. That INTERNS assigned to it for the purposes set forth in this agreement will be under the supervision, control, and responsibility of the WISD and are in the presence/partnership of a certified teacher of record, to the maximum extent possible.
- L. Employ a clearly designated actively licensed, qualified professional who is responsible for the integrity and quality of the training program.
- M. Shall provide qualified cooperating teachers for INTERNS. For purposes of this Agreement, the term “cooperating teacher” shall be defined as the district employee who has been assigned to supervise the INTERNS. The cooperating teacher will be the resource person for INTERNS and University faculty while at the SCHOOL. Cooperating teachers selected by WISD will:
1. meet the selection criteria of the cooperating teacher profile established collaboratively by the District and University;
  2. meet the criteria set forth in Texas Administrative Code for cooperating teachers including three years of teaching experience, appropriate teacher certification, and demonstration of having positive impact on student learning as evidenced by either state accountability exam student scores or annual teacher performance appraisals.
  3. assist in orienting INTERNS to WISD and the assigned workstation within which the INTERNS will be assigned;
  4. explain all SCHOOL and district policies, rules, and regulations to INTERNS;
  5. provide prompt and substantive feedback to INTERNS regarding all performance activities and interactions with SCHOOL personnel, students, and parents;
  6. complete written evaluations of INTERNS’ progress and submit them to the University Faculty/Site Supervisor, after reviewing them with the applicable INTERNS;
  7. immediately inform WISD SCHOOL administrators as well as the University Faculty/Site Supervisor of any concerns regarding an INTERN;
  8. establish a time to meet weekly and discuss with INTERNS their activities, impressions, reflections, and suggestions for goals and areas of improvement;
  9. supervise INTERNS daily. If the assigned cooperating teacher is absent for any reason, a qualified, licensed professional must be assigned to supervise the INTERNS. Under no circumstance can an INTERN serve as the professional of record or substitute during the internship experience; and

10. participate in training and supports for mentorship and co-teaching best practices.
- N. Shall provide to University and INTERNS the policies and procedures and other relevant materials in writing to allow INTERNS to function appropriately within the SCHOOL. Failure to follow the WISD's policies and procedures can result in a request to the UNIVERSITY to remove the INTERN from the program.
  - O. Shall retain the right, in its sole discretion, to request the removal of any individual from any WISD property, including but not limited to the assigned workstation. INTERNS shall be instructed by the University to promptly and without protest leave an area whenever they are requested to do so by an authorized WISD representative as per the University policy outlined in the Teacher Candidate Handbook.
  - P. Shall provide necessary emergency medical services to INTERNS. WISD will call emergency medical services should it become necessary. INTERNS to WISD shall follow WISD protocols for health and safety.
  - Q. Shall permit INTERNS access to the library facilities/curriculum laboratories and materials available to their personnel. INTERNS are prohibited from removing materials from the SCHOOL without appropriate approval.
  - R. Shall keep confidential and shall not disclose to any person or entity
    1. INTERN applications;
    2. INTERN health records or reports; and/or
    3. any INTERN records as defined in the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, concerning any INTERN participating in the education experiences provided by SCHOOL, except to the extent such disclosure is required by law, authorized by the INTERN, or is ordered by a court of competent jurisdiction. WISD shall maintain policies and procedures necessary to protect the confidentiality of INTERN records as defined herein.
  - S. Provide INTERN supervision which is regularly scheduled and sufficient relative to the INTERN'S responsibility assuring, at a minimum, that the INTERN student teacher receives 16 weeks of supervision during the second semester of placement, at least 35 hours of which include individual supervision. The individual supervision will be regularly scheduled, formal, and face-to-face with the specific intent of dealing with the professional services rendered directly by the INTERN. The primary cooperating teacher must provide at least 2 hours of individual supervision per week. The cooperating teacher assumes full responsibility for the supervision provided.
  - T. Provide INTERNS in the second semester of placement, in addition to supervision, an additional average of at least 1 hour per week in scheduled learning activities that may include but are not limited to the following: case conferences involving a case in which the INTERN is actively involved, seminars dealing with professional issues, and in-service training.

- U. Assure that at least 16 weeks of the INTERN'S time in the second semester of placement are in direct, face-to-face professional services to students.
- V. Assure that the INTERNS in their second semester of placement have regularly scheduled, supervised, and documented training activities with other INTERNS.
- W. The INTERN's cooperating teacher will certify in writing that the internship requirements have been met at the end of each semester.
- X. Shall inform the University of any change in District policy, procedures and staffing that might affect the internship or residency experience within three business days.
- Y. Shall allow INTERNS to video capture their teaching practices to be used for INTERNS' professional growth and reflective practice.

### **ARTICLE III**

The University agrees and promises to:

- A. Attend governance meetings with the District at least three times annually to analyze teacher INTERN data and develop plans for teacher preparation program continuous improvement.
- B. Certify at the time of arrival of the INTERN:
  - 1. Completion of course works for teacher preparation required for internship placement as applicable.
  - 2. Completion of a formal introduction to ethical and professional standards.
- C. Notify the WISD Training Program Supervisor of any change in the student's status prior to the commencement of or during the internship. Students who do not meet university requirements for second semester placement will not be allowed to continue as INTERNS during the second semester.
- D. Provide a University Field Supervisor who shall maintain an ongoing relationship with the WISD Training Program Supervisor and who shall provide at least 3 contact(s) during the second semester with the INTERN.
- E. The University will offer educational programs accredited by appropriate organizations; and will determine standards of education, hours of instruction, learning experiences, administration, matriculation, promotion, and graduation.
- F. The University will keep all records and reports on INTERN experiences in accordance with University policy and regulatory requirements.

- G. The University will cooperate with the WISD in selecting qualified interns for this program. Potential interns will be carefully screened by the University prior to placement in accordance with policies and procedures of the University's program.
- H. The University will collaboratively develop with the District a teacher resident profile, aligned with the District's educator pipeline needs, and use the teacher resident profile to recruit, assist with selection, and assist with placement of teacher INTERNS.
- I. The University will collaboratively develop with the District a cooperating teacher profile, which includes consideration of the cooperating teacher's impact on student achievement.
- J. The University will provide training and support in mentorship and co-teaching best practices for cooperating teachers.
- K. The University will plan with the WISD, in advance of the commencement of any internship, its schedule of INTERNS' assignments to the designated areas, including dates and numbers of INTERNS.
- L. The University agrees to inform INTERNS that INTERNS shall be responsible for following the rules and regulations of the WISD, including recognition of the confidential nature of information regarding WISD students and their records.
- M. The University will assign a Faculty/Field Supervisor who will collaborate with WISD's assigned cooperating teachers.
- N. To the extent not in conflict with University policies and procedures, comply with WISD policies and procedures that are made known to University and ensure that all Course Instructors and Faculty/Field Supervisors are aware of these policies.
- O. Assist any INTERN falling below the University's academic and/or professional standards with a Growth Plan - a detailed improvement and accountability plan of action developed to ensure improved performance by INTERN.
- P. The University acknowledges that WISD has a legal obligation to maintain the confidentiality and privacy of student records in accordance with applicable law and regulations, specifically the Family Educational Rights and Privacy Act (FERPA). The University is receiving information in compliance with the requirements and expectations outlined in FERPA. The University acknowledges that it must comply with said law and regulations and safeguard student information. The University is prohibited from re-disclosing the information to a third party without prior written consent from the parent or the eligible student. University must destroy any student information received from the district when no longer needed for the purposes listed in this agreement. *(Student records shall not be released to anyone other than the parent/guardian or someone designated by the parent/guardian. Student records include, but are not limited to, grades, projects, reports, personal information, medical information and even directory information.)*

- Q. Upon request of WISD, withdraw from the WISD any INTERN whose performance is unsatisfactory or whose personal characteristics prevent a desirable relationship with WISD. The University may reassign an INTERN after consultation with appropriate WISD representatives if such reassignment is in the best interest of the INTERN, WISD or University.

**Article IV**

It is mutually agreed that:

- A. The INTERN shall function within the policies of the District.
- B. If the student is expelled from the University, withdrawn from the training program, or removed from the WISD internship under this Agreement, such action will terminate all contractual obligations to WISD.
- C. The University and the District will not discriminate against any person because of race, color, religion, sex, or national origin, age, disability, sexual orientation, gender identity, gender expression, genetic information nor any other basis prohibited by law in educational programs or activities that it operates or in employment decisions.
- D. University and WISD shall provide prompt notification in writing to one another and, to the extent required by law, shall reasonably cooperate with one another in the defense of, any lawsuits, claims, or threatened claims that pertain to services provided pursuant to this Agreement.

Contact Person for WISD:

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Contact Person for TAMU-C:

Travis A. Ball  
Chief Procurement Officer  
PO Box 3011 Commerce, TX 75429  
Travis.Ball@tamuc.edu

E. Public Information:

- A. District acknowledges that A&M System is obligated to strictly comply with the Public Information Act, Chapter 552, Texas Government Code, in responding to any request for public information pertaining to this Agreement, as well as any other disclosure of information required by applicable Texas law.
- B. Upon A&M System's written request, Vendor will promptly provide specified contracting information exchanged or created under this Agreement for or on behalf of A&M System.

- C. District acknowledges that A&M System may be required to post a copy of the fully executed Agreement on its Internet website in compliance with Section 2261.253(a)(1), Texas Government Code.
- D. The requirements of Subchapter J, Chapter 552, Texas Government Code, may apply to this agreement and the District agrees that the agreement can be terminated if the District knowingly or intentionally fails to comply with a requirement of that subchapter.
- F. University is expected to fully cooperate with the WISD in responding to public information requests. This includes, but is not limited to, providing the WISD with requested documentation. In the event that the request involves documentation that University has clearly marked as confidential and/or proprietary, WISD will provide University with the required notices under the TPIA. University acknowledges that it has the responsibility to brief the Attorney General's Office on why the documents identified as confidential and/or proprietary fall within an exception to public disclosure.
- G. Similarly to Sections E and F above, WISD also acknowledges that the University is also subject to the TPIA and WISD shall comply in the same manner described for the University to comply with WISD's TPIA requirements.
- H. INTERNS are required to receive criminal background check clearance through WISD before arriving on campus. The WISD reserves the absolute right to reject any intern based on criminal history or fingerprinting. The cost of such background check is to be borne by the WISD.
- I. WISD shall timely notify the University when any University employee or INTERN has been involved in a reported incident involving WISD. As may be allowed by law, University will have the opportunity to participate in any on-going investigation and may have access to any oral or written reports and any other documentation related to the reported incident, unless such disclosure is prohibited by law.
- J. Neither party shall be entitled to compensation from the other party for services or actions of benefit to either party, which are part of or related to the educational program.
- K. Entire Agreement. This Agreement constitutes the entire Agreement as to the rights and obligations of the parties hereto and supersedes all prior and contemporaneous agreements and undertaking of the parties pertaining to the referenced subject matter.
- L. Modifications. This Agreement and each of its provisions shall be binding upon the parties and may not be waived, modified, amended or altered except by a written amendment signed by WISD and Texas A&M University - Commerce.
- M. Captions. The captions of paragraphs in this Agreement are for convenience only and shall not be considered or referred to in resolving questions of interpretation or construction.
- N. Governing Law and Venue. The substantive laws and the Constitution of the State of Texas (and not its conflicts of law statutes or principles), USA, govern all matters arising

out of or relating to this Agreement and all of the transactions it contemplates. Pursuant to Section 85.18(b), Texas Education Code, venue for a state court suit filed against The Texas A&M University System, any member of the Texas A&M University System, or nay officer or employee of The Texas A&M University System is in the country in which the primary office of the chief executive officer of the system or member, as applicable, is located. At execution of this Agreement, such county is Hunt County, Texas.

- O. Severability. In case any provision hereof shall, for any reason, be held invalid or unenforceable in any respect, such invalidity or unenforceability shall not affect any other provision hereof, and this Agreement shall be construed as if such invalid or unenforceable provision had not been included herein.
- P. Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same agreement.
- Q. Assignment. No party may assign their interest in the Agreement without the written permission of the other party.
- R. Limitations of Authority.
1. Neither party has authority for and on behalf of the other except as provided in this Agreement. No other authority, power, partnership, use of rights are granted or implied.
  2. Neither party may incur any debt, obligation, expense, or liability of any kind against the other without the other's express written approval.
- S. Waiver. The failure of any party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this Agreement shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.
- T. Conflict of Interest. By executing this Agreement, WISD and each person signing on behalf of WISD certifies, and in the case of a sole proprietorship, partnership or corporation, each party thereto certifies as to its own organization, that to the best of their knowledge and belief, no member of The A&M System or The A&M System Board of Regents, nor any employee, or person, whose salary is payable in whole or in part by The A&M System, has direct or indirect financial interest in the award of this Agreement, or in the services to which this Agreement relates, or in any of the profits, real or potential, thereof.
- U. Force Majeure. Neither party is required to perform any term, condition, or covenant of this Agreement, if performance is prevented or delayed by a natural occurrence, epidemic or pandemic, a fire, an act of God, an act of terrorism, or other similar occurrence, the cause of which is not reasonably within the control of such party and which by due diligence it is unable to prevent or overcome.

V. Miscellaneous Provisions.

1. Neither party shall have control over the other party with respect to its hours, times, employment, etc. It is understood and agreed that the University is an independent employer and none of its the University's employees or agents shall be deemed for any purposes to be employees or agents of WISD.
2. There is no employer-employee relationship between WISD and the INTERNS.
3. For all purposes of this Agreement and notwithstanding any provision of this Agreement to the contrary, WISD is an independent contractor and is not a state employee, partner, joint venturer, or agent of University. WISD will not bind nor attempt to bind University to any agreement or contract. As an independent contractor, WISD is solely responsible for all taxes, withholdings, and other statutory or contractual obligations of any sort, including but not limited to workers' compensation insurance. To the extent authorized under Texas law, the parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with any and all applicable statutes, rules and regulations. Parties to this Agreement shall comply with all federal, state and local laws.
4. Neither the WISD nor the University waives or relinquishes any immunities or defenses on behalf of themselves, their regents, trustees, officers, employees, and agents as a result of the execution of this Agreement and performance of the functions or obligations described herein.

W. Signatory Clause. The individuals executing this Agreement on behalf of University and WISD acknowledge that they are duly authorized to execute this Agreement on behalf of their respective principals. All Parties hereby acknowledge that they have read and understood this Agreement.

**WAXAHACHIE INDEPENDENT  
SCHOOL DISTRICT:**

**TEXAS A&M UNIVERSITY –  
COMMERCE:**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name (Print)

\_\_\_\_\_  
Name (Print)

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E-Mail address

Approved as to Form:

Approved as to Form:

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Signature

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Waxahachie ISD  
BOARD OF TRUSTEES

Date: March 21, 2022

Subject: Resolution to Pay Staff During February 2022 Winter Storm – Part II

**ACTION ITEM**

**Background:**

Beginning on February 23, 2022, all of Waxahachie ISD was significantly impacted by a significant winter storm that also impacted many counties in north and central Texas. To address the impact caused by the winter storm and preserve the health and safety of Waxahachie ISD's students and staff, Dr. Jerry Hollingsworth announced the closure of all campuses on the afternoon of February 23 and the entirety of February 24, 2022.

The Board-approved school calendar for the 2021-22 school year has a surplus of required instructional minutes in excess of those which were lost on February 23-24. Due to the surplus of instructional minutes, no instructional days will need to be made up for the period of closure on February 23-24 to complete the 2021-22 school year. However, the district closure from February 24 would require the district to open for an additional staff work day or otherwise cause staff to lose one day of pay, unless the Board approves pay during closure for these dates.

**Proposed Order:**

The attached order delegates authority to the Superintendent under Board Policy DEA (Local) to pay all employees scheduled to work on February 24, 2022, whose duties could not be completed due to emergency district closure. Within the proposed order, the Board declares that adoption of such payment will serve the public purpose of supporting the safety, wellness, morale, and retention of district employees, particularly given the hardships faced by employees and their families, and which will directly contribute to the success of the district's educational purpose. Within the order, the Board also declares that adoption of such payment will serve the public purpose of saving money for two full days of operating costs within the district's operating budget.

**Recommendation:**

Administration recommends the Board of Trustees adopt a resolution to pay district staff during the February 24, 2022, district-wide emergency closure activated by the Superintendent of Schools under Board Policy EB (LOCAL). This recommendation does not negatively impact the operating 2021-2022 budget, as the payment of all contract work days for each employee is already an expense accounted for in the current year's budget. The Resolution contemplates pay for employees in order to support the safety, morale, and retention of our staff.

**RESOLUTION OF THE WAXAHACHIE INDEPENDENT SCHOOL DISTRICT  
BOARD OF TRUSTEES TO PAY STAFF DURING EMERGENCY CLOSURE**

**WHEREAS**, the Waxahachie Independent School District Board of Trustees (the Board) is committed to compensating staff as the school operating budget allows regardless of unexpected district-wide closure or unexpected remote-work status, when financially feasible.

**WHEREAS**, the Board recognizes that the Superintendent of Schools, by his authority granted in Board Policy EB (LOCAL), initiated a district-wide emergency closure on the afternoon of February 23 and the entirety of February 24, 2022, for reasons of public health and safety due to inclement winter weather on these dates wherein Waxahachie experienced significant amounts of freezing rain along with other frozen precipitation while some areas west of Waxahachie reportedly experienced thunder sleet;

**WHEREAS**, the Waxahachie ISD school calendar for the 2021-22 school year has a surplus of required instructional minutes in excess of those which were lost on February 23 and 24, meaning no instructional days will need to be made up for the period of closure on February 23-24 to complete the 2021-22 school year;

**WHEREAS**, the Board recognizes that the district closure on February 24, 2022, would require the district to open for an additional staff work day or otherwise cause staff to lose one day of pay, unless the Board approves pay during closure for this date as described below;

**WHEREAS**, pursuant to Board Policy DEA (LOCAL), the Board desires to pay all employees on February 24, 2022, whose duties could not be completed due to emergency district closure;

**WHEREAS**, the Board has considered and declares that this decision will have no negative bearing on the operating budget for the 2021-2022 school year, as the budget already assumes full pay for all work days in the contract year for the employees of the district;

**WHEREAS**, the Board declares that adoption of such payment will serve the public purpose of supporting the safety, wellness, morale, and retention of district employees, particularly given the hardships faced by employees and their families, and which will directly contribute to the success of the district's educational purpose;

**WHEREAS**, the Board also declares that adoption of such payment will serve the public purpose of saving money for two full days of operating costs within the district's operating budget;

**WHEREAS**, the Board declares that all employees scheduled to work February 24, 2022, are to be paid in full for a scheduled work day, despite the district-wide emergency closure;

**NOW THEREFORE BE IT RESOLVED** that the Waxahachie Independent School District Board of Trustees approves and authorizes the Superintendent of Schools to pay all employees scheduled to work on February 24, 2022, whose duties could not be completed due to emergency district closure;

**BE IT FURTHER RESOLVED** that the Board finds the individualized determination through written resolution to pay employees scheduled to work February 24, 2022, as described above provides sufficient controls to ensure the intended public purposes stated herein are sufficiently accomplished and that the district will receive the return benefits herein described.

**The above Resolution is passed and adopted this 21<sup>st</sup> day of March, 2022 by the Board of Trustees.**

**APPROVED:**

**ATTEST:**

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Dusty Autrey  
President, Board of Trustees

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Melissa Starnater  
Secretary, Board of Trustees